

**ILLINOIS
STATE NORMAL
UNIVERSITY
BULLETIN**

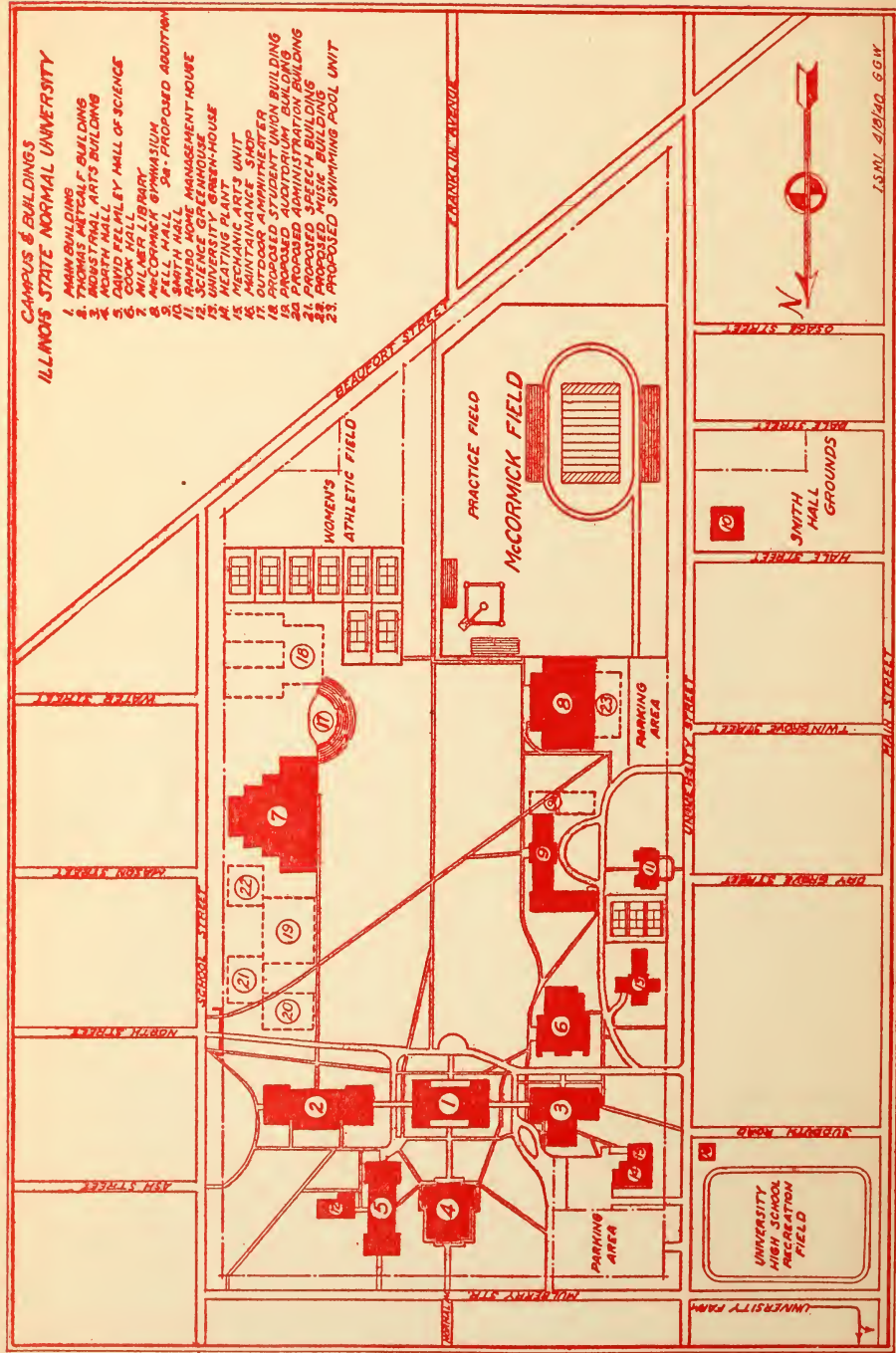


**EIGHTY-FIFTH
CATALOG ISSUE
1943-1944**



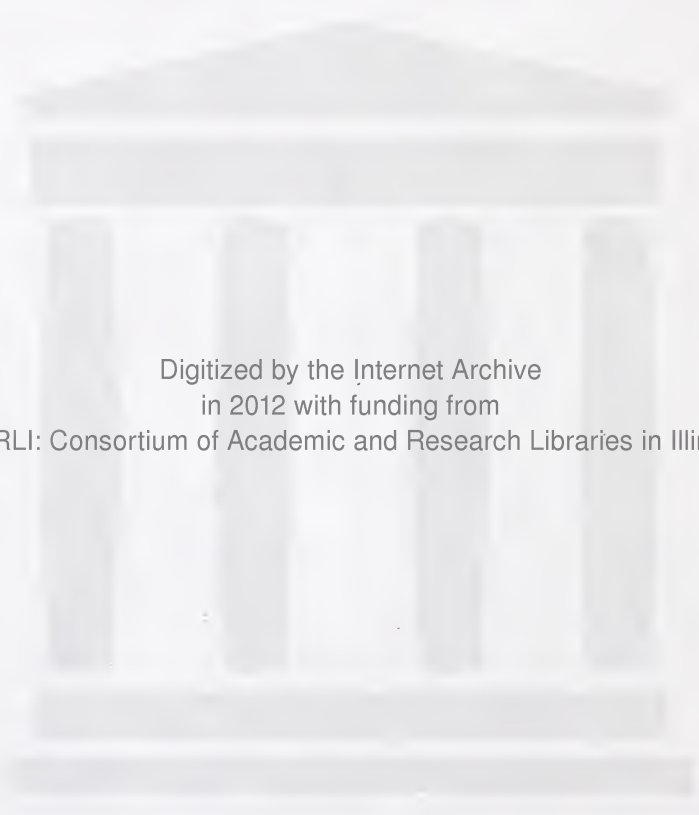
CAMPUS & BUILDINGS ILLINOIS STATE NORMAL UNIVERSITY

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1 inch = 100 feet





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STATE OF ILLINOIS

DWIGHT H. GREEN, Governor

Illinois State Normal University Bulletin

Eighty-fifth

ANNUAL CATALOG ISSUE

With Announcements for 1943-1944

A State College for Teachers

Accredited by
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY
SCHOOLS
THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES

PUBLISHED BI-MONTHLY

BY

ILLINOIS STATE NORMAL UNIVERSITY

Normal, Illinois

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IN THE PICTURES

AIR VIEW

1. University Farm, 2. UHS Recreation Field, 3. Smith Hall, 4. McCormick Athletic Field, 5. McCormick Gymnasium, 6. Jessie E. Rambo Home Management Houses, 7. Fell Hall, 8. University Greenhouse, 9. John W. Cook Hall, 10. Mechanic Arts Unit, 11. Heating Plant, 12. Industrial Arts Building, 13. Old Main, 14. North Hall, 15. David Felmley Hall of Science, 16. Science Greenhouse, 17. Thomas Metcalf Building, 18. Milner Library, 19. Outdoor Amphitheater.

OLD MAIN

(193943)



HOW TO MAKE THE BEST USE OF THIS CATALOG

This brief section is designed to aid present and prospective students to make the best use of a catalog that is necessarily detailed. The topics indicated below in *italics* may be found through the Table of Contents. Other items in more detail may be found through the Index.

IF YOU ARE AN ENTERING FRESHMAN:

1. Be sure to read carefully the section entitled *Expenses and Financial Aids*. Please read every word before you decide definitely to enroll. Oftentimes students enter a University and then have to drop out after a few weeks or months, because they do not have enough money to pay their expenses, which, though lower here than in most colleges, are naturally much higher than those in high school.
2. Turn to the subdivision in this section entitled *Student Organizations and Activities*, if you are interested in learning what extra-curricular activities are found at this University.
3. Study carefully the sections entitled *Admission and Registration* and *Student Life*.
4. Study *Organization and Curricula of the University* to see the difference between elementary and secondary work.
5. Read the entire section entitled *Regulations Every Student Should Know* which will be of particular importance to all students.
6. Enjoy a preliminary visit to the University through the description found under *Buildings, Campus, and General Equipment*.

IF YOU ARE A TRANSFER STUDENT:

1. Be sure to read the section *General Provisions Concerning Advanced Credits*, in addition to the sections mentioned above.

IF YOU ARE A FORMER STUDENT:

1. Be certain to read the section, *Requirements for Graduation*.
2. Check with the Registrar and the Director of your Division on your remaining requirements.

IF YOU ARE AN UPPERCLASSMAN CONTINUING YOUR WORK:

1. Read the important sections in the catalog on *Scholarship Requirements and Marking System, Promotion of Health, Requirements for Graduation, Teachers Certificates, and Courses of Instruction*.

UNIVERSITY CALENDAR 1943-1944

Summer Session, 1943

Regular Session

Monday, June 21—Registration for University and University High School.
Tuesday, June 22—Classwork begins in the University and University High School.
Tuesday, Wednesday, Thursday, July 20, 21, 22—Educational Conference and Exhibit.
Friday, August 13—Summer Session ends.

Post Session

Monday, August 16—Registration 8:00-12:00 a.m. Classwork begins 1:00 p.m.
Friday, September 3—Post Session ends.

First Semester, 1943

Monday, September 13—Opening of University Elementary School, the University High School, and Off-Campus Affiliated Schools, at which time University student teachers report for duty.
Monday, September 13—Faculty Meeting, 3:00 p.m.
Tuesday, September 14—Freshmen report as directed, 9:30 a.m.
(Tuesday, Wednesday, Thursday, and Friday, September 14, 15, 16, and 17, are Freshman Days and every entering Freshman must be present during that entire period to complete registration and meet other requirements.)
Tuesday, September 14—University High School classwork begins.
Friday, September 17—Registration for Freshmen who have entered previously and for Sophomores, Juniors, and Seniors.
Monday, September 20—All University classwork begins.
Friday and Saturday, October 22 and 23—Annual Homecoming.
Thursday, November 11—Armistice Day. (Special Program.)
Thursday, November 25—Thanksgiving Day Holiday.
Wednesday, December 22—Christmas Vacation begins (5:00 p.m.).

1944

Tuesday, January 4—Christmas Vacation ends (8:00 a.m.).
Monday, January 24—Thursday, January 27—Semester Examinations.
Friday, January 28—First Semester ends.

Second Semester, 1944

Monday, January 31—Registration.
Tuesday, February 1—Classwork begins.
Monday, March 6—Central Division of Illinois Education Association. (School not in session.)
Tues. Apr. 4 Thursday, April 6—Spring Vacation begins (5:00 p.m.).
Tuesday, April 11—Spring Vacation ends (8:00 a.m.).
Monday, May 29—Thursday, June 1—Semester Examinations.
Friday, June 2—Second Semester ends.
Sunday, June 4—Baccalaureate Exercises.
Monday, June 5—Alumni Reunion and Luncheon.
Monday, June 5—University Commencement.

Summer Session, 1944

Regular Session

Monday, June 12—Registration for University and University High School.
Tuesday, June 13—Classwork begins in the University and University High School.
Tuesday, July 4—Independence Day Holiday.
Tuesday, Wednesday, Thursday, July 18, 19, 20—Educational Conference and Exhibit.
Friday, August 4—Summer Session ends.

Post Session

Monday, August 7—Registration 8:00-12:00 a.m. Classwork begins 1:00 p.m.
Friday, August 25—Post Session ends.

STATE OF ILLINOIS

DWIGHT H. GREEN

Governor

DEPARTMENT OF REGISTRATION AND EDUCATION

THE TEACHERS COLLEGE BOARD

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Chairman

VERNON L. NICKELL

Superintendent of Public Instruction (Springfield)
Secretary

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MR. J. D. DILL.....Carbondale
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1939-1945

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1941-1947

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MR. LINDELL M. STURGIS.....Metropolis

Under the provisions of the Civil Administrative Code Illinois State Normal University is governed by a board consisting of eleven members, known as the Teachers College Board. The Director of Registration and Education is ex-officio chairman of the Teachers College Board and the State Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the governor for terms of six years. This board is the governing body for the five state teachers colleges of Illinois.

Office of the President

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DOROTHY W. KING.....*Secretary*
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	Professor
LOTTIE V. BOUNDY, B.Ed.....	Secretary
FLOYD T. GOODIER, A.M.....	Director of Integration
	Associate Professor

O. LILLIAN BARTON, A.M.	Dean of Women
	Associate Professor
EDNA B. SLUDER	Secretary
ANNA L. KEATON, Ph.D.	Assistant Dean of Women
	Associate Professor

RALPH H. LINKINS, A.M.....	Dean of Men
	Associate Professor
JOHN W. WALTERS.....	Secretary

JOHN W. CARRINGTON, Ph.D.....*Director of the Training Schools*
Director of the Bureau of Appointments
Professor
LORENE A. MEEKER.....*Secretary and Assistant Director of the*
Bureau of Appointments
SARAH FOX*Secretary*

ELSIE BRENNEMAN, M.A.....*Director of Admissions and Registrar*
Assistant Professor
 ELBA ZANNI*Secretary*
 FERNE M. MELROSE, B.Ed.....*Recorder*

RACHEL M. COOPER, M.D.....*Director of University Health Service*
DORATHY A. BREEDING, R.N.....*University Nurse*
ANNA F. STAKER.....*Office Assistant*

GERTRUDE M. HALL, A.M.	Director of Alumni Relations
	Director of Publicity
	Assistant Professor
WILHELMINA RICH	Secretary
ELLEN E. SORENSEN, B.Ed.	Alumni Secretary

LAWRENCE E. IRVIN.....*Business Manager*
RUTH V. CLEM.....*University Accountant*
HELEN RUSSELL*Clerk*
FERNE A. ROSEMAN.....*Cashier*

UNIVERSITY SENATE

R. W. Fairchild (Chairman), President of the University.
H. H. Schroeder (Vice Chairman), Dean of the University.
Elsie Brenneman (Secretary), Registrar of the University.
H. W. Adams, Head of the Department of Physical Science.
Gladys Bartle, Acting Director of the Division of Art Education.
O. Lillian Barton, Dean of Women.
W. A. L. Beyer, Head of the Department of Social Science.
J. W. Carrington, Director of Student Teaching.
Frances Conkey, Acting Director of the Division of Home Economics Education.
Margaret Cooper, Director of the Division of Elementary Education.
C. E. Decker, Director of the Division of Secondary Education.
C. A. De Young, Administrative Assistant to the President.
F. T. Goodier, Director of Integration.
Gertrude M. Hall, Director of Publicity.
C. E. Harpster, Principal of Illinois Soldiers' and Sailors' Children's School.
Herbert R. Hiett, Head of the Department of English.
F. L. D. Holmes, Director of the Division of Speech Education.
C. E. Horton, Director of the Division of Health and Physical Education.
C. W. Hudelson, Director of the Division of Agriculture Education.
Anna L. Keaton, Assistant Dean of Women.
Emma R. Knudson, Acting Director of the Division of Music Education.
E. M. R. Lamkey, Head of the Department of Biological Science.
H. O. Lathrop, Head of the Department of Geography.
R. H. Linkins, Dean of Men.
C. N. Mills, Head of the Department of Mathematics.
Rose E. Parker, Acting Director of the Division of Rural Education.
H. A. Peterson, Head of the Department of Psychology.
R. M. Stombaugh, Director of the Division of Industrial Education.
S. G. Waggoner, Principal of University High School.
Mae C. Warren, Director of Fell Hall.
Eleanor W. Welch, Head Librarian.
Jennie A. Whitten, Head of the Department of Foreign Languages.
A. R. Williams, Director of the Division of Business Education.

FACULTY COMMITTEES

SCHOOL YEAR 1942-1943

Apportionment—L. W. Miller (Chairman), H. W. Adams (Secretary), Elsie Brenneman, Alta J. Day, R. W. Fairchild.
Athletics—C. E. Horton (Chairman), H. J. Hancock (Secretary), Irene A. Clayton, H. E. Frye, J. W. Green, H. J. Ivens, J. E. Young.
Commencement—Stanley S. Marzolf (Chairman), H. F. Admire, Elsie Brenneman, C. L. Cross, J. E. Fraley, F. Russell Glasener, R. U. Gooding, Gertrude M. Hall, C. E. Harpster, Eugene Hill, L. A. Holmes, L. E. Irvin, Emma R. Knudson, H. F. Koepke, L. E. Laubaugh, Burton L. O'Connor, Margaret Peters, Wayne F. Sherrard, Gladys Tipton, Esther Vinson, William V. White.
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Editorial—Kenyon S. Fletcher (Chairman), Florence E. Teager (Vice Chairman), Floyd T. Goodier (Secretary).

FACULTY COMMITTEES—(Continued)

- Entertainments, Lectures, and Concerts*—R. H. Linkins (Acting Chairman), R. U. Gooding (Vice Chairman), Margaret K. Peters (Secretary), Harry F. Admire, Wayne F. Sherrard, Katherine M. Thielen.
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- Freshman Week*—Chester M. Hammerlund (Chairman), Elsie Brenneman, C. L. Cross, Gertrude M. Hall, V. M. Houston, Anna L. Keaton, R. H. Linkins, Stanley S. Marzolf, Bertha M. Royce, Eleanor W. Welch.
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- Graduate Work*—C. A. De Young (Chairman), Stella V. Henderson (Secretary), W. A. L. Beyer, H. R. Hiett, H. O. Lathrop, R. M. Stombaugh, Jennie A. Whitten.
- Homecoming*—Chester M. Hammerlund (Chairman), Mabel C. Allen, Alta J. Day, F. Russell Glasener, Kenyon S. Fletcher, J. E. Fraley, C. W. Hudelson, Emma R. Knudson.
- Library*—W. A. L. Beyer (Chairman), Alta J. Day (Secretary), Mabel Crompton, W. I. DeWees, Stella V. Henderson, E. M. R. Lamkey, Helen E. Marshall, Gerda Okerlund, Eleanor W. Welch.
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- Student Assistance*—R. H. Linkins (Chairman), O. Lillian Barton (Vice Chairman), J. W. Green (Secretary), Margery A. Ellis, F. R. Glasener, Dorothy Hinman, H. H. Schroeder.
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- Tests*—Stanley S. Marzolf (Chairman), Esther Vinson (Secretary), J. A. Kinne-
man, C. F. Malmberg, C. N. Mills, Rose E. Parker.
- War Service*—C. A. De Young (Chairman), J. W. Carrington, T. J. Douglass, Floyd T. Goodier, Gertrude M. Hall, Laura H. Pricer, H. H. Schroeder, Bernice Tucker.

The President and the Dean of the University are ex-officio members of all committees. The Registrar is Secretary of the Faculty.

FACULTY

1942-1943

ADMINISTRATIVE COUNCIL

RAYMOND WILBER FAIRCHILD, Ph.D., LL.D., (1933)* *President of the University*

A.B., A.M., University of Michigan; Ph.D., Northwestern University; LL.D., Illinois Wesleyan University; University of Illinois; University of Chicago.

HERMAN HENRY SCHROEDER, A.M., (1913) *Dean of the University and Director of the Summer Session Professor*

Ph.B., Cornell College; A.M., University of Chicago; Teachers College, Columbia University.

CHRIS A. DE YOUNG, Ph.D., (1934) *Administrative Assistant to the President Head of the Department of Education Professor*

A.B., Hope College; M.A., Teachers College, Columbia University; Ph.D., Northwestern University.

OLIVE LILLIAN BARTON, A.M., (1906) *Dean of Women Associate Professor*

A.B., University of Illinois; A.M., University of Chicago; Illinois State Normal University.

ANNA LUCILE KEATON, Ph.D., (1937) *Assistant Dean of Women Associate Professor*

A.B., Southwestern College, Winfield, Kansas; A.M., University of Kansas; Ph.D., University of Chicago.

RALPH HARLAN LINKINS, A.M., (1917) *Dean of Men Associate Professor*

A.B., Illinois College; A.M., University of Illinois.

JOHN WESLEY CARRINGTON, Ph.D., (1933) *Director of the Training Schools and Director of the Bureau of Appointments Professor*

B.S., A.M., University of Illinois; Ph.D., Northwestern University; Illinois State Normal University; University of Chicago.

FLOYD TOMPKINS GOODIER, A.M., (1935) *Director of Integration Associate Professor*

A.B., Colgate University; A.M., Teachers College, Columbia University; University of Chicago.

ELSIE BRENNEMAN, M.A., (1927) *Director of Admissions and Registrar Assistant Professor*

B.Ed., Illinois State Normal University; M.A., Northwestern University.

* NOTE.—Figures in parentheses indicate year of first employment in this University. Institutions listed after highest degree are other schools attended at some time.

STAFF OF INSTRUCTION

- HOWARD WILLIAM ADAMS, S. M., (1909) *Professor of Physical Science*
Head of the Department of Physical Science
 B.S., Iowa State College; S.M., University of Chicago; Armour Institute of Technology; University of Illinois.
- HARRY FRANKLIN ADMIRE, A.M., (1923) *Assistant Professor of Business Education*
 B.Ed., Illinois State Normal University; A.M., University of Illinois; Valparaiso University.
- MABEL CLARE ALLEN, M.A., (1929) *Assistant Professor of Speech*
 A.B., Bradley Polytechnic Institute; M.A., Northwestern University; Central School of Speech, London; Teachers College, Columbia University.
- * MARION CAMPBELL ALLEN, M.A., (1927) *Assistant Professor of Art*
 B.A.E., Chicago Art Institute; M.A., Teachers College, Columbia University; Pratt Institute; Chicago Academy of Fine Arts; University of Chicago; University of Illinois; Art Colony, Woodstock, New York.
- MARY SUSAN ARNOLD, A.M., (1939) *Instructor and Supervising Teacher in the Third Grade*
 A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; A.M., University of Michigan; University of Colorado.
- EDITH IRENE ATKIN, M.A., (1909) *Associate Professor of Mathematics*
 A.B., University of Michigan; M.A., Teachers College, Columbia University; Michigan State Normal College; University of Chicago.
- WINIFRED H. BALLY, M.A., (1929) *Instructor in Health and Physical Education*
 B.Ed., Illinois State Normal University; M.A., New York University.
- THOMAS MORSE BARGER, M.S., (1913) *Assistant Professor of Physical Science*
 A.B., M.S., University of Illinois; Illinois State Normal University.
- GLADYS L. BARTLE, Ph.D., (1930) *Assistant Professor of Art*
Acting Director of the Division of Art Education
Acting Head of the Department of Art
 B.S., M.S., Ph.D., University of Wisconsin; International School of Art; Chicago Academy of Fine Arts.
- ELSIE BERGLAND, M.S., (1932) *Assistant Professor of Health and Physical Education*
 B.S., M.S., University of Wisconsin; University of Michigan.
- WILLIAM ANDREW LAWRENCE BEYER, A.M., (1909) *Professor of Social Science*
Head of the Department of Social Science
 A.B., A.M., Ohio State University; University of Chicago; Columbia University; University of Illinois.
- BLAINE BOICOURT, M.A., (1926) *Assistant Professor of Music*
 B.Mus.Ed., Northwestern University; M.A., Teachers College, Columbia University; Cincinnati Conservatory of Music; Southern Illinois State Normal University; Illinois State Normal University; Juilliard School of Music, New York.
- RICHARD GIBBS BROWNE, Ph.D., (1928) *Associate Professor of Social Science*
 A.B., A.M., University of Illinois; Ph.D., Northwestern University; Southern Illinois State Normal University; University of Chicago.

* Leave of absence in 1942-1943 school year.

- DOROTHY GARRETT BRUNK, M.A., (1925) *Assistant Professor of Social Science*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- ROSE BURGESS BUEHLER, A.M., (1930) *Assistant Professor and Supervising Teacher in the Second Grade*
B.Ed., Illinois State Normal University; A.M., University of Chicago; Wheaton College.
- MARY ELIZABETH BUELL, M.A., (1926) *Assistant Professor of Home Economics*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; University of Illinois; University of California.
- ETHEL M. BURRIS, A.M., (1936) *Assistant Professor of Education*
Ph.B., A.M., University of Chicago; University of Illinois; Teachers College, Columbia University; Harvard University; Oxford University.
- KATHERINE E. CARVER, A.M., (1922) *Assistant Professor of Foreign Languages (Emerita)*
A.B., Valparaiso University; A.B., Cornell University; A.M., University of Chicago; University of Wisconsin; University of Illinois.
- IRENE A. CLAYTON, M.S., (1942) *Associate Professor of Health and Physical Education*
B.S., M.S., University of Wisconsin; University of Minnesota.
- HUBERTA CLEMANS, M.A., (1936) *Assistant Professor and Supervising Teacher in the Sixth Grade*
A.B., Cornell College; M.A., Teachers College, Columbia University; University of Illinois.
- JOSEPH T. COGDAL, A.M., (1927) *Associate Professor of Health and Physical Education*
A.B., James Millikin University; A.M., University of Illinois; Northwestern University; Illinois State Normal University.
- EDWARD LE ROY COLE, Ed.D., (1931) *Associate Professor of Education*
A.B., A.M., University of Michigan; Ed.D., University of California; Michigan State Normal College.
- FRANCES CONKEY, M.S., (1936) *Associate Professor of Home Economics
Acting Director of the Division of Home Economics Education
Acting Head of the Department of Home Economics*
B.S., James Millikin University; B.S., University of Illinois; M.S., Iowa State College; Teachers College, Columbia University.
- MARGUERITE REGINA CONNELL, Ed.D., (1928) *Assistant Professor of Foreign Languages*
B.Ed., Illinois State Normal University; M.A., University of Illinois; Ed.D., Teachers College, Columbia University; University of Chicago; University of Colorado.
- MARGARET COOPER, Ed.D., (1932) *Professor of Education
Director of the Division of Elementary Education*
B.A., Carleton College; M.A., Ed.D., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- RACHEL MERRILL COOPER, M.D., (1928) *Director of University Health Service*
M.D., University of Illinois; Women's and Children's Hospital, Chicago; New York Post Graduate Medical School; Washington University Medical School.

- MABEL PERCIE CROMPTON, S.M., (1924) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; S.M., University of Chicago.
- * CLARENCE LE ROY CROSS, M.S., (1925) *Associate Professor of Physical Science*
B.S., State Teachers College, Emporia, Kansas; M.S., University of Iowa; Cornell University.
- ALTA JOSEPHINE DAY, M.A., (1928) *Assistant Professor of Business Education*
B.A., Lawrence College; M.A., Teachers College, Columbia University; University of California; Gregg College.
- B. ELIZABETH DEAN, M.S., (1934) *Assistant Professor of Biological Science*
A.B., Ottawa University; M.S., University of Iowa; University of Michigan; University of Wisconsin.
- CHARLES ERNEST DECKER, Ed.D., (1925) *Professor of Education*
Director of the Division of Secondary Education
A.B., Aurora College; M.A., University of Wisconsin; Ed.D., New York University; Nova Scotia Normal College; University of Illinois.
- WILLIAM I. DEWEES, Ed.D., (1937) *Assistant Professor of Agriculture*
B.S., M.A., University of Illinois; Ed.D., The Pennsylvania State College; University of Chicago; State Teachers College, Fort Hays, Kansas.
- LORA MARY DEXHEIMER, (1902) *Instructor and Supervising Teacher (Emerita)*
Illinois State Normal University; Teachers College, Columbia University; University of Chicago.
- JESSIE MAY DILLON, (1900) *Instructor and Supervising Teacher (Emerita)*
Illinois State Normal University; University of Chicago.
- THOMAS JAY DOUGLASS, M.S., (1928) *Assistant Professor of Agriculture*
B.S., M.S., University of Illinois; National Agricultural School of France; A. E. F. University, France.
- ALVA W. DRAGOO, M.S., (1919) *Assistant Professor of Industrial Arts*
B.Ed., Illinois State Normal University; M.S., Iowa State College; Eastern Illinois State Teachers College; University of Wisconsin.
- ALICE L. EBEL, A.M., (1934) *Instructor in the Teaching of Social Science*
A.B., Heidelberg College; A.M., University of Chicago; Northwestern University; University of Southern California; George Peabody College for Teachers.
- CLARA ELIZABETH ELA, (1888) *Instructor in Art (Emerita)*
Illinois State Normal University; Massachusetts Normal Art School.
- MARGERY ALICE ELLIS, A.M., (1927) *Assistant Professor of Foreign Languages*
Ph.B., A.M., University of Chicago; University of Paris; Ecole Normale de Seine et Oise, France; Institut Phonétique, University of Paris; Valparaiso University; University of California.
- ROBERT SCOTT ELLWOOD, Ed.D., (1932) *Assistant Professor of the Teaching of Social Science*
B.S., State Teachers College, Kirksville, Missouri; M.A., University of Alabama; Ed.D., Indiana University; University of Toledo; University of Missouri; Kansas State College; Hillsdale College; St. Stephen's College, New York; Northwestern University.

* Leave of absence in 1942-1943 school year.

- LURA MARY EYESTONE, B.S., (1901) *Instructor and Supervising Teacher (Emerita)*
B.S., Teachers College, Columbia University; Illinois State Normal University; University of Chicago; Northwestern University.
- MARIE FINGER, Ph.D., (1936) *Assistant Professor and Supervising Teacher in the Seventh Grade*
B.A., Lawrence College; M.A., Ph.D., Northwestern University; University of Wisconsin; University of California; University of Washington; Graduate School of International Studies, Geneva, Switzerland; University of Illinois.
- ELINOR BERTHA FLAGG, M.A., (1925) *Assistant Professor of Mathematics*
B.S., M.S., University of Illinois; Eastern Illinois State Teachers College; University of Chicago; University of Colorado; Washington University.
- * KENYON SCOTT FLETCHER, M.A., (1929) *Assistant Professor of Industrial Arts
Director of the University Press*
B.S., Stout Institute; M.A., University of Minnesota; Colorado State College; University of Illinois; Dunwoody Institute; The Pennsylvania State College.
- RALPH WALDO FOGLER, M.S., (1927) *Assistant Professor of Physical Science*
B.S., M.S., University of Illinois; Colorado College of Education.
- THELMA GLADYS FORCE, M.A., (1932) *Assistant Professor of Education*
B.S., M.A., University of Minnesota; University of Chicago; Moorhead State Teachers College; St. Cloud State Teachers College; Teachers College, Columbia University.
- * JOHN EUGENE FRALEY, M.S., (1929) *Assistant Professor of Biological Science*
B.Ed., Illinois State Normal University; M.S., University of Illinois; University of Michigan; University of Colorado; Northern Illinois State Teachers College.
- BERNICE GERTRUDE FREY, A.M., (1930) *Assistant Professor of Health and Physical Education*
B.A., Ohio Wesleyan University; A.M., Ohio State University; University of Wisconsin; University of California; University of Colorado.
- * HAROLD EUGENE FRYE, M.A., (1931) *Assistant Professor of Health and Physical Education*
B.Ed., University of Akron; M.A., New York University; Ohio State University.
- F. RUSSELL GLASENER, Ph.D., (1935) *Associate Professor of Social Science*
B.A., Iowa State Teachers College; M.A., Ph.D., University of Iowa.
- EDITH LUCILE GOLDMANN, M.S., (1939) *Instructor in Art*
B.S., M.S., University of Wisconsin; The Pennsylvania State College.
- RALPH URBAN GOODING, Ph.D., (1931) *Associate Professor of Physical Science*
B.S., Ph.D., University of Wisconsin.
- NINA E. GRAY, Ph.D., (1935) *Assistant Professor of Biological Science*
B.A., DePauw University; M.S., Ph.D., University of Wisconsin; Marine Biological Laboratories, Massachusetts; University of Wisconsin Medical School.
- JOHN WILLIAM GREEN, M.S., (1939) *Assistant Professor of Agriculture*
B.S., Purdue University; M.S., University of Illinois; University of Chicago.

* Leave of absence in 1942-1943 school year.

- ELSIE MORRELL GRIME, M.A., (1942) *Assistant Professor and Supervising Teacher in the Kindergarten*
B.S., M.A., University of Minnesota; State Teachers College, Winona, Minnesota; University of Colorado.
- EDNA MAY GUEFFROY, A.M., (1929) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; A.M., Clark University; University of Chicago; University of Washington; University of Hawaii.
- LINDER W. HACKER, M.A., (1925) *Associate Professor of Education*
B.Ed., Illinois State Normal University; M.A., State University of Iowa; Teachers College, Columbia University; University of Illinois.
- GERTRUDE M. HALL, A.M., (1936) *Assistant Professor*
Director of Alumni Relations
Director of Publicity
A.B., Stephen F. Austin State Teachers College, Nacogdoches, Texas; A.M., University of Illinois; Illinois State Normal University.
- ALMA MARY HAMILTON, M.A., (1915) *Assistant Professor of the Teaching of English*
B.S., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- CHESTER MALCOLM HAMMERLUND, M.S., (1929) *Assistant Professor of Industrial Arts*
B.S., M.S., University of Illinois; Illinois State Normal University.
- HOWARD J. HANCOCK, M.S., (1931) *Associate Professor of Health and Physical Education*
Director of Athletics
B.S., M.S., University of Wisconsin; Indiana University.
- OLIVIA HANSEN, M.A., (1939) *Instructor in Business Education*
A.B., Colorado College of Education; M.A., University of Iowa.
- CHARLES ATHIEL HARPER, M.S., (1923) *Associate Professor of Social Science*
B.S., M.S., University of Illinois; Southern Illinois State Normal University.
- OPAL C. HARTLINE, Ph.D., (1936) *Assistant Professor of Biological Science*
B.S., McKendree College; M.S., Ph.D., University of Illinois; Washington University; Cold Spring Harbor Biological Station, Long Island, New York; Northern Illinois State Teachers College.
- ANNIE WEZETTE HAYDEN, M.A., (1921) *Assistant Professor and Supervising Teacher in the First Grade*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Southern Illinois State Normal University; University of Illinois.
- STELLA VAN PETTEN HENDERSON, Ed.D., (1933) *Associate Professor of Education*
B.Ed., Illinois State Normal University; A.M., University of Chicago; Ed.D., Teachers College, Columbia University; Northwestern University.
- RUTH HENLINE, M.A., (1926) *Assistant Professor of English*
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- FRANCIS W. HIBLER, Ph.D., (1935) *Associate Professor of Psychology*
A.B., Bethany College, West Virginia; M.A., Ph.D., Ohio State University.

- HERBERT REYNOLDS HIETT, Ph.D., (1937) *Professor of English*
Head of the Department of English
 A.B., Nebraska Wesleyan University, Lincoln; A.M., University of Nebraska; Ph.D., University of Maryland.
- * EUGENE LEONARD HILL, M.A., (1929) *Assistant Professor of Health*
and Physical Education
 B.Ed., Illinois State Normal University; M.A., University of Iowa; Colorado State College of Education.
- DOROTHY HINMAN, M.A., (1925) *Assistant Professor of English*
 B.A., University of Wisconsin; M.A., Teachers College, Columbia University; Oxford University; University of Illinois.
- F. LINCOLN D. HOLMES, Ph.D., (1935) *Professor of Speech*
Director of the Division of Speech Education
Head of the Department of Speech
 A.B., University of Minnesota; A.M., Ph.D., University of Wisconsin; University of Iowa; University of Paris.
- LESLIE A. HOLMES, Ph.D., (1936) *Associate Professor of Geography*
 B.S., M.S., Ph.D., University of Illinois; University of Iowa.
- MANFRED J. HOLMES, B.L., (1897) *Professor of Education (Emeritus)*
 B.L., Cornell University; State Normal School, Winona, Minnesota; University of Chicago.
- CLIFFORD EMORY HORTON, Ed.D., (1923) *Associate Professor of Health*
and Physical Education; Director of the Division of Health
and Physical Education; Head of the Department of Health and
Physical Education
 B.P.E., Springfield Y.M.C.A. College; A.M., Clark University; Ed.D., Indiana University; University of California; New York University.
- VICTOR M. HOUSTON, Ed.D., (1936) *Associate Professor of Education*
 B.S., A.M., University of Missouri; Ed.D., Teachers College, Columbia University; University of Chicago.
- CLYDE WHITTAKER HUDELSON, M.S., (1920) *Associate Professor of*
Agriculture; Director of the Division of Agriculture Education
Head of the Department of Agriculture
 B.S., M.S., University of Illinois; Western Illinois State Teachers College; Illinois State Normal University; Colorado State Agricultural College.
- * RUTH CHARLOTTE HUGGINS, M.A., (1937) *Assistant Professor of the*
Teaching of English
 A.B., Knox College; M.A., University of Illinois; Wellesley College; University of Chicago; Harvard University.
- ERMA FRANCES IMBODEN, M.A., (1919) *Assistant Professor and*
Supervising Teacher in the Eighth Grade
 Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Illinois State Normal University.
- LESLIE M. ISTED, A.M., (1940) *Assistant Professor of Music*
 B.M.E., Northwestern University; A.M., Indiana University; Oregon State College, Corvallis; University of Oregon.

* Leave of absence in 1942-1943 school year.

- HOWARD J. IVENS, M.A., (1934) *Assistant Professor of Physical Science*
A.B., Northern Michigan State Teachers College; M.A., University of Michigan;
University of Minnesota.
- EDWARD R. JOHNSON, Ph.D., (1937) *Associate Professor of English*
A.B., Wittenberg College; M.A., Ph.D., Ohio State University.
- JOHN A. KINNEMAN, Ph.D., (1927) *Associate Professor of Social Science*
A.B., Dickinson College; A.M., University of Pennsylvania; Ph.D., Northwestern
University; State Normal School, West Chester, Pennsylvania; University of Chicago.
- EMMA R. KNUDSON, M.S. in Ed., (1934) *Associate Professor of Music*
Acting Director of the Division of Music Education
Acting Head of the Department of Music
B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed.,
Northwestern University; Jewell College; Bush Conservatory of Music; Teachers Col-
lege, Columbia University; University of Chicago; University of Illinois.
- HAROLD F. KOEPKE, M.A., (1934) *Assistant Professor of Business Education*
B.Ed., State Teachers College, Whitewater, Wisconsin; M.A., University of Iowa;
University of Illinois; Northwestern University.
- ERNEST M. R. LAMKEY, Ph.D., (1927) *Professor of Biological Science*
Head of the Department of Biological Science
A.B., A.M., Ph.D., University of Illinois.
- THOMAS JESSE LANCASTER, A.M., (1919) *Associate Professor of Education*
B.Ed., Illinois State Normal University; A.M., University of Chicago; University of
Illinois.
- ARTHUR HOFF LARSEN, Ph.D., (1935) *Assistant Professor of Education*
B.Ed., State Teachers College, Superior, Wisconsin; Ph.M., Ph.D., University of Wis-
consin; University of Chicago.
- HARRY OWEN LATHROP, Ph.D., (1933) *Professor of Geography*
Head of the Department of Geography
B.Ed., Illinois State Normal University; S.M., University of Chicago; Ph.D., Uni-
versity of Wisconsin.
- * LAVERN E. LAUBAUGH, M.A., (1937) *Assistant Professor of Agriculture*
B.S., Michigan State College; M.A., University of Michigan; University of Illinois;
Ohio State University.
- * WILLIAM R. LUECK, Ph.D., (1936) *Assistant Professor of Education*
B.A., M.S., University of North Dakota; Ph.D., University of Iowa.
- BLANCHE MCAVOY, Ph.D., (1926) *Assistant Professor of the Teaching of*
Biological Science
B.A., University of Cincinnati; A.M., Ohio State University; Ph.D., University of
Chicago.
- NEVA McDAVITT, A.M., (1929) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; A.M., Clark University; Teachers College,
Columbia University; University of Wisconsin.
- CONSTANTINE FRITHIOF MALMBERG, Ph.D., (1928) *Associate Professor*
of Psychology
A.B., Bethany College; Ph.D., University of Iowa; Columbia University; Yale
University.
- HELEN E. MARSHALL, Ph.D., (1935) *Associate Professor of Social Science*
A.B., College of Emporia; M.A., University of Chicago; Ph.D., Duke University;
University of Colorado.

* Leave of absence in 1942-1943 school year.

- STANLEY S. MARZOLF, Ph.D., (1937) *Assistant Professor of Psychology*
A.B., Wittenberg College; M.A., Ph.D., Ohio State University.
- LEE WALLACE MILLER, Ph.D., (1935) *Associate Professor of Biological Science*
B.A., Goshen College; M.S., Ph.D., University of Iowa; University of Kansas; University of Colorado.
- MARION G. MILLER, M.A., (1937) *Instructor in Art*
Ph.B., University of Chicago; M.A., University of California; University of Illinois; Academy of Fine Arts, Chicago; Summer School of Painting, Saugatuck, Michigan.
- CLIFFORD NEWTON MILLS, Ph.D., (1925) *Professor of Mathematics*
Head of the Department of Mathematics
B.S., Franklin College; A.M., Indiana University; Ph.D., University of Wisconsin; University of Michigan.
- CLIFFORD WALTER MOORE, M.A., (1928) *Assistant Professor of Social Science*
B.Ed., Illinois State Normal University; M.A., University of Illinois.
- THELMA NELSON, M.A., (1931) *Assistant Professor of English*
B.A., Des Moines University; M.A., Teachers College, Columbia University; University of Illinois; University of Colorado; Washington University.
- ADNAH CLIFTON NEWELL, B.S. in E.E., (1910) *Professor of Industrial Arts (Emeritus)*
B.S. in E.E., University of Michigan; Bay View Summer University; Teachers College, Columbia University; Cummings School of Art, Des Moines, Iowa.
- * ROWENA FOLEY NOE, M.A., (1932) *Assistant Professor and Supervising Teacher in the Kindergarten*
A.B., University of Kentucky; M.A., Teachers College, Columbia University; National College of Education; University of Southern California.
- BURTON L. O'CONNOR, M.A., (1937) *Assistant Professor of the Teaching of Health and Physical Education; Director of University High School Athletics*
B.A., Cornell College; M.A., University of Iowa.
- ALICE ROXANNE OGLE, M.A., (1932) *Assistant Professor of Art*
A.B., Colorado College of Education; M.A., Teachers College, Columbia University.
- GERDA OKERLUND, Ph.D., (1931) *Associate Professor of English*
A.B., A.M., Ph.D., University of Washington; University of California; University of Michigan; Stanford University; University of Chicago.
- CLARENCE ORR, A. M., (1929) *Associate Professor of Social Science*
Director of Extension
A.B., A.M., University of Illinois; University of Iowa; Des Moines University; James Millikin University; The Pennsylvania State College.
- GEORGE MERIT PALMER, A.M., (1923) *Professor of English*
A.B., A.M., University of Illinois; Illinois State Normal University.
- MARY ROUGHLY PARKER, M.A., (1942) *Instructor in Art*
B.S.A., MacMurray College; M.A., University of Iowa; Chicago Art Institute.
- ROSE ETOILE PARKER, Ph.D., (1931) *Associate Professor of Education*
Acting Director of the Division of Rural Education
B.A., University of North Dakota; A.M., University of Chicago; Ph.D., University of Wisconsin.
- HARLAN W. PEITHMAN, M.S. in Ed., (1937) *Assistant Professor of Music*
A.B., Central Wesleyan College, Warrenton, Missouri; B.M., M.S. in Ed., Northwestern University; Williams Band and Orchestra School, Saugerties, New York; Internationale Mozarteum, Salzburg, Austria.

* Leave of absence in 1942-1943 school year.

- MARGARET KATHERINE PETERS, M.S., (1930) *Assistant Professor of Business Education*
B.S., Indiana University; M.S., New York University; University of Chicago; Cambridge University; University of Washington.
- HARVEY ANDREW PETERSON, Ph.D., (1909) *Professor of Psychology
Head of the Department of Psychology*
A.B., University of Chicago; A.M., Harvard University; Ph.D., University of Chicago.
- HENRY A. POPPEN, M.S., (1934) *Assistant Professor of the Teaching of Mathematics*
B.S., Kansas Wesleyan University; M.S., Northwestern University; University of Chicago; University of Illinois; George Peabody College for Teachers.
- LAURA HAYES PRICER, Ph.M., (1911) *Associate Professor of English*
B.S., Vanderbilt University; Ph.M., University of Chicago; University of Iowa.
- RALPH W. PRINGLE, M.S., (1913) *Professor of Education (Emeritus)*
B.S., St. Lawrence University; A.B., Harvard University; M.S., St. Lawrence University.
- AGNES FRASER RICE, M.A., (1927) *Associate Professor of Education*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- T. E. RINE, M.S., (1941) *Instructor in the Teaching of Mathematics*
B.Ed., State Teachers College, LaCrosse, Wisconsin; M.S., University of Iowa.
- JOSEPHINE ROSS, M.A., (1926) *Assistant Professor of Home Economics*
B.S., MacMurray College; M.A., Teachers College, Columbia University; University of Colorado; University of Chicago; Oregon State Agricultural College; University of Wisconsin.
- BERTHA MAY ROYCE, Ph.D., (1925) *Assistant Professor of Biological Science*
B.A., Wellesley College; A.M., Columbia University; Ph.D., University of Washington; University of Illinois; North Central College.
- ELIZABETH RUSSELL, M.A., (1935) *Assistant Professor and Supervising Teacher in the Fourth Grade*
A.B., University of Iowa; M.A., Teachers College, Columbia University; George Peabody College for Teachers.
- GRACE REBECCA SHEA, M.A., (1927) *Instructor and University Nurse*
R.N., Benjamin Bailey Sanitarium; B.S., Nebraska Wesleyan University; M.A., Teachers College, Columbia University; Illinois State Normal University; University of Nebraska.
- WAYNE F. SHERRARD, M.M. in Ed., (1938) *Assistant Professor of Music*
B.F.A. in Ed., University of Nebraska; M.M. in Ed., Eastman School of Music, Rochester, New York.
- LEON SHELDON SMITH, A.M., (1925) *Assistant Professor of Physical Science*
A.B., Albion College; A.M., University of Michigan; University of Paris; University of Iowa; University of Chicago.
- FRED S. SORRENSON, Ph.D., (1920) *Associate Professor of Speech*
A.B., Mt. Morris College; B.E., M.E., Columbia College of Drama and Radio; M.A., Ph.D., University of Michigan; State Teachers College, Mt. Pleasant, Michigan; Teachers College, Columbia University; Harvard University; University of Chicago.
- ETHEL GERTRUDE STEPHENS, M.A., (1919) *Assistant Professor of the Teaching of Social Science*
A.B., University of Illinois; M.A., Columbia University; Illinois State Normal University; University of Chicago; University of Colorado.

- RAY M. STOMBAUGH, Ph.D., (1935) *Professor of Industrial Arts*
Director of the Division of Industrial Arts Education
Head of the Department of Industrial Arts
 B.S., Stout Institute; M.A., Ph.D., Teachers College, Columbia University; University of Michigan; Western State Teachers College, Kalamazoo, Michigan; Central State Teachers College, Mt. Pleasant, Michigan.
- RUTH STROUD, M.S., (1930) *Assistant Professor of the Teaching of English*
 B.S., M.S., University of Illinois; James Millikin University; Southern Illinois State Normal University; University of Southern California.
- * EDWIN G. STRUCK, M.S., (1935) *Assistant Professor of Health and Physical Education*
 A.B., De Pauw University; M.S., Indiana University; University of Missouri; University of Illinois.
- LUCY LUCILE TASHER, Ph.D., (1935) *Associate Professor of Social Science*
 Ph.B., J.D., A.M., Ph.D., University of Chicago; University of Southern California.
- FLORENCE EVELYN TEAGER, Ph.D., (1931) *Associate Professor of English*
 B.A., M.A., Ph.D., University of Iowa; University of Chicago.
- KATHERINE THIELEN, M.S., (1935) *Assistant Professor of Health and Physical Education*
 B.S., University of Iowa; M.S., University of Wisconsin.
- CHRISTINE AUGUSTA THOENE, M.A., (1918) *Assistant Professor and Supervising Teacher in the Fifth Grade*
 A.B., Iowa State Teachers College; M.A., Teachers College, Columbia University; University of Chicago; University of Illinois.
- GLADYS TIPTON, M.S. in Ed., (1936) *Assistant Professor of Music*
 B.F.A. in Ed., University of Nebraska; M.S. in Ed., Northwestern University; Syracuse University; University of Illinois.
- BERNICE ALVINA TUCKER, A.M., (1932) *Assistant Professor of the Teaching of Home Economics*
 B.S., University of Nebraska; A.M., University of Chicago; State Teachers College, Kearney, Nebraska; Teachers College, Columbia University.
- * DALE B. VETTER, M.A., (1941) *Assistant Professor of the Teaching of English*
 A.B., North Central College, Naperville; M.A., Northwestern University; University of Chicago.
- ESTHER VINSON, A.M., (1926) *Associate Professor of English*
 A.B., B.S., A.M., University of Missouri; University of Wisconsin; University of Iowa; University of Chicago.
- SHERMAN G. WAGGONER, Ph.D., (1936) *Professor of Education*
Principal of University High School
 B.A., Ball State Teachers College; M.A., Ph.D., University of Iowa.
- NELL BLYTHE WALDRON, Ph.D., (1934) *Associate Professor of Social Science*
 B.A., M.A., Ph.D., Northwestern University; Kansas State Teachers College; University of Chicago.
- MAE CLARK WARREN, M.S., (1936) *Assistant Professor of Home Economics; Director of Fell Hall*
 B.S., M.S., Iowa State College.

* Leave of absence in 1942-1943 school year.

- MARY DOROTHY WEBB, M.A., (1930) *Assistant Professor of the Teaching of Business Education*
B.A., Lawrence College; M.A., University of Wisconsin; University of Chicago; Teachers College, Columbia University.
- * DONALD LEROY WEISMANN, Ph.M., (1940) *Assistant Professor of Art*
B.E., Milwaukee State Teachers College; Ph.M., University of Wisconsin; University of Minnesota; Harvard University.
- MARGARET MARY WESTHOFF, M.S., (1933) *Instructor in Music*
B.Ed., Illinois State Normal University; M.S., Northwestern University; Teachers College, Columbia University.
- JENNIE ALMA WHITTEN, Ph.D., (1919) *Associate Professor of Foreign Languages; Head of the Department of Foreign Languages*
A.B., A.M., University of Illinois; Ph.D., University of Wisconsin; Northern Illinois State Teachers College; University of Grenoble; University of Chicago.
- ARTHUR ROWLAND WILLIAMS, A.M., (1914) *Associate Professor of Business Education; Director of the Division of Business Education; Head of the Department of Business Education*
A.B., Kenyon College; A.M., University of Illinois; University of Chicago.
- LELA WINEGARNER, A.M., (1933) *Instructor in the Teaching of English*
B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Colorado.
- RUTH V. YATES, M.A., (1935) *Assistant Professor of Speech*
B.A., Cornell College; M.A., Teachers College, Columbia University; Phidelah Rice School of Speech, Boston; University of Iowa; University of Wisconsin; University of Southern California.
- JESSE EMMERT YOUNG, Ph.D., (1939) *Assistant Professor of Biological Science*
A.B., Manchester College, Indiana; M.S., Ph.D., Purdue University.
- ORVILLE L. YOUNG, M.S., (1939) *Assistant Professor of Agriculture*
B.S., Purdue University; M.S., Ohio State University; Cornell University.

FACULTY ASSISTANT

- WILLIAM V. WHITE, B.Ed., (1934) *Assistant in Printing*
B.Ed., Illinois State Normal University; University of Illinois.

LIBRARY STAFF

- ELEANOR WEIR WELCH, M.S., (1929) *Associate Professor and Head Librarian*
A.B., Monmouth College; M.S., School of Library Service, Columbia University; Library School, University of the State of New York.
- LUCILE ZEDA CROSBY, M.S. in L.S., (1940) *Assistant Librarian*
A.B., Friends University; B.L.S., M.S. in L.S., University of Illinois Library School.
- CLARA LOUISE GUTHRIE, M.S., (1932) *Instructor and Assistant Librarian*
A.B., Hastings College; B.S., M.S., Library School, University of Illinois.
- EDNA IRENE KELLEY, B.Ed., (1913) *Assistant Librarian*
B.Ed., Illinois State Normal University.
- MILDRED KERR, A.M., (1935) *Instructor and Assistant Librarian*
A.B., Baker University; A.M., University of Chicago; B.S. in L.S., Library School, University of Illinois.

* Leave of absence in 1942-1943 school year.

- MARGARET LAWRENCE, M.A., (1939) *Assistant Librarian*
B.A., University of Nebraska; B.S. in L.S., Library School, University of Illinois;
M.A., University of Nebraska.
- GERTRUDE ANDREWS PLOTNICKY, (1913) *Assistant Librarian*
Chicago Public Library Training School; University of Wisconsin.
- GENEVIEVE ANNA POHLE, M.A., (1923) *Assistant Librarian*
A.B., University of Wisconsin; M.A., Graduate Library School, University of Michigan;
Library School, University of Wisconsin; Graduate Library School, University of
Chicago.
- LOUISE M. STUBBLEFIELD, M.S., (1942) *Assistant Librarian*
B.Ed., Illinois State Normal University; B.S. in L.S., University of Illinois; M.S.,
School of Library Service, Columbia University.
- RUTH ZIMMERMAN, M.A., (1935) *Assistant Professor and Assistant Librarian*
B.S., Kansas State Teachers College, Emporia; M.A., University of Minnesota; Harvard
University.

AFFILIATED SCHOOLS

ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

- CHRISTIAN EDWARD HARPSTER, M.A., (1928) *Assistant Professor of Education*
Principal of Illinois Soldiers' and Sailors' Children's School
B.Ed., Illinois State Normal University; M.A., University of Iowa.
- MAY GOODWIN, A.M., (1920) *Instructor and Supervising Teacher in*
Junior High School; Assistant Principal
B.Ed., Illinois State Normal University; A.M., University of Illinois; University of
Wisconsin.
- GRACE FULLER ANDERSON, B.Ed., (1920) *Instructor and Supervising*
Teacher in the Second Grade
B.Ed., Illinois State Normal University.
- VEDA BOLT BAUER, A.M., (1923) *Instructor and Supervising Teacher*
in the Junior High School
B.Ed., Illinois State Normal University; A.M., University of Illinois; Eastern Illinois
State Teachers College; Illinois Wesleyan University.
- ALINE RUTH ELLIOTT, M.A., (1942) *Instructor and Supervising Teacher*
in Health and Physical Education
B.S., Emporia State Teachers College; M.A., University of Iowa; University of
Southern California; Kansas State Teachers College, Pittsburg.
- MARGARET IRENE FALSTAD, M.S., (1940) *Instructor and Supervising*
Teacher in Home Economics
B.S., University of Minnesota; M.S., University of Wisconsin.
- JOHN FRANCIS FOY, B.S. in Phys. Ed., (1937) *Instructor and Supervising*
Teacher in Health and Physical Education
B.S., Notre Dame University; New York University.
- † WESLEY HARRY GALLUP, M.A., (1942) *Instructor and Supervising*
Teacher in Instrumental and Vocal Music
Director of Band and Orchestra
B.M., DePaul University; M.A., Northwestern University; State Teachers College,
Milwaukee, Wisconsin.

† Resigned.

- CARL WESLEY GAMER, Ph.D., (1942) *Director of Religious Education*
Ph.B., University of Chicago; M.A., Ph.D., University of Illinois; S.J.B., Boston University School of Theology; Real-Gymnasium, Wiesbaden, Germany; Armour Institute; Baldwin-Wallace College, Ohio; Institute of International Studies, Geneva, Switzerland.
- ROLAND A. GLEISNER, M.A., (1942) *Instructor and Supervising Teacher in the Junior High School*
A.B., State Teachers College, Marquette, Michigan; M.A., University of Minnesota.
- ROLLAND OTIS GRAY, M.S., (1942) *Instructor and Supervisor of Vocational Work*
B.Ed., Illinois State Normal University; M.S., Iowa State College.
- MAX HONN, A.B., (1932) *Instructor and Supervisor of Vocational Work*
A.B., Illinois Wesleyan University; The Pennsylvania State College.
- JOHN EDGAR HOUGHTON, A.M., (1936) *Instructor and Supervisor of Vocational Work*
B.S., A.M., University of Illinois; Lincoln College; Northwestern University; Illinois State Normal University.
- MILDRED O'MALIA KELLY, A.M., (1930) *Instructor and Supervising Teacher in the Sixth Grade*
B.Ed., Illinois State Normal University; A.M., University of Illinois.
- CLARA KEPNER, A.M., (1930) *Instructor and Supervising Teacher in the Fourth Grade*
B.Ed., Illinois State Normal University; A.M., University of Illinois; Colorado State College of Education.
- FRED JOHN KNUPEL, A.M., (1925) *Instructor and Supervising Teacher in Artcrafts*
B.Ed., Illinois State Normal University; A.M., Colorado State College of Education.
- GERTRUDE P. O'CONNOR, M.A., (1937) *Instructor and Supervising Teacher in Ungraded Room*
B.A., Ohio State University; M.A., Northwestern University.
- * HENRI REUBELT PEARCY, Ph.D., (1940) *Director of Religious Education*
A.B., University of Louisville; Th.D., Southern Baptist Seminary, Louisville; B.D., Presbyterian Seminary, Louisville; M.A., University of Louisville; Ph.D., University of Chicago.
- LOUISE PEDIGO, M.S., (1937) *Instructor and Supervising Teacher in the Junior High School*
A.B., John B. Stetson University, Deland, Florida; M.S., University of Chicago; University of Florida, Gainesville; Florida State College for Women, Tallahassee; University of Wyoming.
- MERRIL EUGENIA POPE, M.A., (1939) *Instructor and Supervising Teacher in Ungraded Room*
A.B., Phillips University, Enid, Oklahoma; M.A., Teachers College, Columbia University; Kansas State Teachers College, Emporia; National University of Mexico, Mexico City; University of Southern California.
- MABLE ANN PUMPHREY, B.S., (1920) *Instructor and Supervising Teacher in the Fifth Grade*
B.S., Illinois Wesleyan University; Illinois State Normal University; Clark University; University of Illinois.

* Leave of absence in 1942-1943 school year.

- ALICE LOLETA RALSTON, M.A., (1937) *Instructor and Supervising Teacher
in the First Grade*
B.S. in Ed., University of Oklahoma; M.A., University of Chicago.
- RALPH BROWN RIGGS, M.A., (1938) *Instructor and Supervising Teacher
in the Junior High School*
B.A., Southwestern College, Winfield, Kansas; M.A., Northwestern University.
- JOSEPHINE SHEA, M.A., (1929) *Instructor and Supervising Teacher
in the Sixth Grade*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Iowa.
- ALICE SHEVELAND, M.A., (1942) *Instructor and Supervising Teacher
in the Third Grade*
B.Ed., M.A. in Ed., Northwestern University; Northern Illinois State Teachers College.
- MARGERY ELIZABETH SUHRE, M.A., (1942) *Instructor and Supervising Teacher
in the Junior High School*
A.B., University of Illinois; M.A., Bowling Green University, Ohio; Shurtleff College.
- THALIA J. TARRANT, M.A., (1935) *Instructor and Supervising Teacher
in the Fifth Grade*
B.S., M.A., University of Missouri; University of Illinois; Southwest Missouri State Teachers College.
- BARNEY M. THOMPSON, M.Ed., (1943) *Instructor and Supervising Teacher
in Instrumental and Vocal Music
Director of Band and Orchestra*
B.S. in Ed., State Teachers College, Maryville, Missouri; M.Ed., University of Missouri; Central College, Missouri.
- GRACE L. TUCKER, B.Ed., (1924) *Instructor and Supervising Teacher
in the Kindergarten*
B.Ed., Illinois State Normal University; University of Wisconsin; University of Iowa.

TOWANDA PUBLIC SCHOOLS

- * GEORGE WILLIAM BODECKER, M.S., (1939) *Acting Superintendent of
Towanda Schools*
B.E., Western Illinois State Teachers College; B.S., M.S., University of Illinois.
- IVAN J. LAWS, M.A., (1942) *Acting Superintendent of Towanda Schools*
B.A., Carthage College; B.S., M.A., University of Illinois; University of Notre Dame.
- NEPHA EYMAN, B.Ed., (1937) *Instructor and Supervising Teacher
in the First and Second Grades*
B.Ed., Illinois State Normal University; Northwestern University.
- RUBY M. HUNDLEY, A.B., (1937) *Instructor and Supervising Teacher
in the Seventh and Eighth Grades*
A.B., Iowa State Teachers College; University of Iowa; Columbia University.
- LUCILE KLAUSER, M.A. in Ed., (1942) *Instructor in the Teaching of
English and Latin*
B.A., DePauw University; M.A. in Ed., University of Illinois.

* Leave of absence in 1942-1943 school year.

- † GLADYS E. LAUBHAN, M.A., (1937) *Instructor and Supervising Teacher in the Fifth and Sixth Grades*
B.Ed., Illinois State Normal University; M.A., Northwestern University.
- FAYE EMMA MANSFIELD, B.Ed., (1941) *Instructor and Supervising Teacher in the Third and Fourth Grades*
B.Ed., Illinois State Normal University; University of Missouri; Teachers College, Columbia University.
- † OPAL MARK, B.A., (1942) *Instructor in the Teaching of Social Science and Health and Physical Education*
B.A., Simpson College, Iowa; University of Chicago; State Teachers College, Maryville, Missouri.
- † HELEN STOVER MITCHELL, B.Ed., (1942) *Instructor in the Teaching of Business Education*
B.Ed., Illinois State Normal University; Gregg College.
- † JEAN RUSSELL, B.M.E., (1942) *Instructor in the Teaching of Music*
B.M.E., Illinois Wesleyan University.
- VERTISE FICKE WATT, M.A., (1942) *Instructor in the Teaching of Science and Health and Physical Education*
B.S. in Ed., State Teachers College, Warrensburg, Missouri; M.A., State University of Iowa.

RURAL SCHOOLS

- WANETA SEDGWICK CATEY, B.S., (1936) *Instructor and Supervisor of Student Teaching in the Walker School*
B.S., University of Illinois; Eastern Illinois State Teachers College; Colorado State College of Education.
- INEZ WHITTENBERG CHRISTEN, M.S. in Ed., (1934) *Instructor and Supervisor of Student Teaching in the Maple Grove School*
B.Ed., Illinois State Normal University; M.S. in Ed., Northwestern University; University of Chicago.
- DEWEY FRISTOE, Ed.D., (1931) *Instructor and Supervisor of Student Teaching in the Houghton School*
B.Ed., Illinois State Normal University; A.M., Colorado State College of Education; Ed.D., New York University; University of Illinois.
- LOIS A. FRISTOE, B.Ed., (1931) *Instructor and Supervisor of Student Teaching in the Houghton School*
B.Ed., Colorado State College of Education; Illinois State Normal University; University of Illinois; Teachers College, Columbia University.

† Resigned.

ADMISSION AND REGISTRATION

SELECTIVE ADMISSION

Beginning with the 1935-36 school year, Illinois State Normal University because of limitation of the physical plant was forced to operate with certain restrictions upon student enrollment. A first attempt by the Teachers College Board to restrict the total enrollment of the University resulted later in a more satisfactory solution through the limitation of the freshman class to seven hundred students. By strict adherence to this number it was expected that the total enrollment for any given semester of a regular school year would not exceed two thousand students. No limit has been placed upon the enrollment in the summer session.

Now, with decidedly changed conditions, resulting from: (1) the war and the consequent scarcity of teachers; (2) more classroom space being made available through the construction and opening of Milner Library and the making of the old library into classrooms; (3) the present economic situation; and, (4) the new state high school testing program, which will give additional information about candidates for admission, it seems desirable to make certain alterations in the admission policy of the University.

Although Illinois State Normal University will continue to be interested in admitting high school graduates that may be developed into the kind of teachers that principals and superintendents would be willing to employ in their own schools, it is evident that, since test results are available and since much more is being done in personnel work, it is now possible to give consideration to those fourth quarter students whose credentials indicate that they might be successful in their college work. The frank reactions of principals as to the probable success of the applicant and their recommendations concerning admission serve to aid the admissions office in being fair to all persons seeking admission to the University. This statement refers to all students, including those in the upper three-fourths of their classes.

For the duration of the war emergency, Illinois State Normal University as a professional school will cooperate to the limit of its facilities by admitting qualified persons to non-teacher-preparation courses. Facilities will be provided and programs organized to meet the various needs and expectations of military and other government agencies.

In the present emergency, the teaching profession makes greater demands in qualifications. Consequently, those who seek to enter the profession should possess essential physical, mental, personal, and social characteristics. Good health, a reasonable degree of intellectual ability, tact, common sense, adaptability, a sense of humor, and optimism are essential qualifications. Though Illinois State Normal University has not attempted to set up formal tests to determine whether or not an applicant is fitted to take up the preparation for the teaching profession, certain standards are used to help select those who will probably be most successful. The application for admission, filled out by the student, includes: a record of the student's age, health, family background, and interests; a chronological record of his school life beyond the eighth grade; a record of participation and achievement in activities in the secondary school; and, choices as to the curriculum to be followed. The transcript of high school credits and grades and a confidential report given by the high school principal concerning the stu-

dent's personal qualifications also play an important part in selecting candidates for admission.

It is important to apply for admission as soon as possible after the completion of high school work in order that the student may not be disappointed in the possibility of entering the field desired. It has been found, too, that in many cases it is difficult to get a statement of the high school record at a later time since part of it must be made by the principal or superintendent, who may be away in school or on a vacation where he will not have access to the necessary records.

Attention is invited to careful consideration of the following qualifications for admission.

1. Applicants for admission must be graduates of recognized or accredited high schools.

2. Certain scholastic qualifications beyond the minimum required for high school graduation are expected from those planning to educate themselves for the teaching profession. Careful consideration is given to the items enumerated in the last paragraph on the preceding page as they are listed by each applicant on his application for admission.

3. Physical examinations are required for all entering students. As a matter of convenience, these examinations for entering women students will be given at Dr. Rachel Cooper's office in Cook Hall between July 5 and August 12, 1943. Women students planning to attend Illinois State Normal University this fall should write to the doctor's office for an appointment. Only a limited number of physical examinations will be given between the above dates. Much time will be saved by having the physical examination completed before entrance.

4. In line with Civilian Defense it is very desirable that all students be vaccinated against smallpox by their home physicians before entering the University.

5. Students may be admitted at the beginning of each semester or at the opening of the summer term. By entering in June, 1943, it is possible to complete the work for a degree in 1946.

6. A student who has been dropped from another institution may not enter Illinois State Normal University until such time as he would be readmitted to the institution from which he was dropped. No student will be admitted from another institution unless he presents a letter of honorable dismissal from that institution.

APPLICATION FOR ADMISSION

Application for admission to Illinois State Normal University should be made upon regulation blanks furnished by the University. As soon as possible after complete information is received, the committee on admissions, which includes the director of the division of the first teaching field chosen, will consider the application. The candidate will then be notified whether or not he is accepted.

It is the responsibility of the applicant to see that the following items, which are essential before the application can be considered, are received by the Registrar:

1. An application for admission, properly filled out by the applicant.
2. A transcript of the secondary school credits, which includes a personal record and recommendation, to be issued *after graduation* by

the principal, and to be mailed by him *directly* to the Registrar. This record is to be made on parts III and IV after the applicant has filled in parts I and II in full.

3. An official transcript of credits and a statement of honorable dismissal from *all* schools in which the student has *registered* after graduation from high school, regardless of whether or not he wishes to receive credit for the work. The transcript should be mailed by the school *directly* to the Registrar of Illinois State Normal University.

SUBJECTS RECOMMENDED FOR ADMISSION

Departing from the practice of previous years of requiring a specified number of units of credit in certain fields, Illinois State Normal University requires graduation from a recognized or accredited high school, together with the meeting of other standards listed under *Selective Admission*.

Although specific units of entrance credit are no longer required for admission, it is strongly recommended that the high school record include three years of English and two years of a foreign language if the student is looking forward to graduate work. It is also advised that the student present one year of algebra and one year of geometry if he plans to prepare for upper grade teaching, and a year and a half of each if he plans to complete a teaching field in mathematics. It is further suggested that the student plan his high school program in line with the fields of study he will follow in his college work.

REGISTRATION

Tuesday, September 14, 1943, and the three following days constitute Freshman Days, which are given over to introducing the new students to the life of the University. The program includes brief tests in English, reading, general social science, mathematics, and general intelligence, and is followed by registration and enrollment, with a series of social events interspersed during the four days. Directions from the school administration,—President, Dean of the University, Dean of Women, Dean of Men,—and the Head Librarian form an important part of the activities during these first days. All freshmen admitted to the University will be notified by the Registrar as to the time and the place to which they should report on Tuesday, September 14, and are expected to stay through the entire registration period. Upper class students register on Friday. All classes begin on Monday, September 20.

New students should be present promptly on the first morning so that they will have the benefit of all directions, including a tour of the campus with special student guides. Enrollment must be completed during the special days provided, physical examinations taken or arranged for, textbooks secured, and assignments obtained from the various classrooms, since all classwork starts promptly the following Monday.

EXPENSES AND FINANCIAL AIDS

EXPENSES

The cost of attendance at Illinois State Normal University is very moderate compared with that of many institutions. School fees and living expenses will be found exceedingly reasonable. Attention is invited to the items included under the school fees and the extensive service given in return for the moderate expenditure on the part of the student.

FEES

Registration and Incidental, per semester (the only fee required of all except Lindley and State Scholarship students).....	\$32.50
Lindley and State Scholarship students, per semester.....	17.50
Tuition for those not pledging to teach, per semester (including registration and incidental fee).....	57.50
Programs of 6 semester hours, or less, per hour	
For those pledging to teach.....	3.00
For those not pledging to teach.....	6.00
(Students taking such programs are not required to pay the regular student activity fee.)	
Graduation Fee (payable on or before April 7, 1944).....	5.00
Additional Transcripts of Record (after first copy).....	1.00
(Transcripts are issued only when all obligations have been met)	
Auditors pay the same fees as the regular students.	

A charge of \$1.00 will be made for registration after the announced registration day.

Refunds of all or any portion of fees paid will not be made after September 27, 1943, for the first semester, and February 10, 1944, for the second semester.

The Registration and Incidental Fee is all-inclusive and covers all general school charges and all textbooks loaned to students, as well as library, towel, shop, laboratory, typewriting, and other fees listed separately in past years. It also includes the student activity allotment admitting to weekly campus movies, all athletic, music, lecture, dramatic, and forensic events, and covers class dues, as well as provides each student with a copy of the school paper, the *Vidette*, twice each week, and a copy of the school annual, the *Index*, at the close of the school year. This same general fee also covers health and medical dispensary service through the office of the University Physician and infirmary and hospitalization service as indicated later in this catalog under *Promotion of Health*.

The loan of all textbooks in all courses for each student is included in the general school fee. This plan enables students to have all books needed and at a cost much less than that of the regular purchase price or that of the previously used individual book rental plan.

IMPORTANT. Fees are due and payable on registration day. No one will be permitted to attend classes until all financial obligations to the University have been cared for. Textbooks are not provided until all fees have been paid.

LIVING CONDITIONS

The town of Normal has homes with accommodations for students within easy walking distance of the University. Students not living at home or with relatives are required to room in approved houses. Lists of approved rooming-houses are kept at the offices of the Dean of Women and the Dean of Men. Students should consult them before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women students. The college furnishes standardized forms, which are signed by both student and householder, and are then filed, in the case of women students, with the Dean of Women, and in the case of men students, with the Dean of Men. On these rooming agreements are printed the house rules, which are an integral part of the agreement and are equally binding upon college, student and householder.

Desirable modern rooms, large enough for two persons, cost each student \$2.00 a week and up. Similar single rooms rent for \$2.50 a week and up. Desirable rooms with light housekeeping privileges cost each student \$2.25 a week and up.

Board costs \$5.00 to \$6.00 a week.

Fell Hall, the women's dormitory, attractively decorated and comfortably furnished, affords rooming and boarding accommodations for ninety-seven women students attending the University. Except in the summer session, it is primarily a residence hall for freshman women. Besides the freshman women, there are twelve honor residents, who, having attended the University for at least *one year*, are invited to live in the Hall because of outstanding scholarship, leadership, and personality.

Students desiring rooms there should address the Director of Fell Hall or the Dean of Women for a floor plan and a statement of rules governing the renting of rooms. Board in Fell Hall costs \$5.75 a week. Double rooms cost each student \$2.50 a week; single rooms, \$3.00 a week. Board to a limited extent will be available to students living outside the Hall.

Smith Hall, the men's dormitory located across the street from McCormick Athletic Field, offers rooming accommodations for thirty-two men students of the University.

Men desiring to live in Smith Hall should address inquiries to the Dean of Men. Rooms rent for \$2.25 per week. Board costs \$5.50 per week.

OTHER EXPENSES

With the payment of the Registration and Incidental Fee of \$32.50 each semester (\$17.50 for Lindley and State Scholarship students), there are no further institutional charges aside from locker fees, largely in the nature of a deposit, and the purchase of gymnasium outfits for those taking such work. The cost of the complete regulation gymnasium costume for men and women students will not exceed \$5.50 per complete uniform. For women students the locker deposit is \$1.50, of which \$1.25 is refunded at the end of the year. For men students the locker deposit is \$1.00, which is returned at the end of the year.

Lockers in the Main Building may be rented from the business office for twenty-five cents a semester. A deposit of fifty cents is required for key padlocks and one dollar for combination padlocks.

ESTIMATED TOTAL EXPENSES

For students who pay all of their expenses, the average cost for board, room, laundry, books, school supplies, fees and all other costs connected with their life as students is approximately \$350.00 to \$450.00 for the regular year of thirty-six weeks. Many students do light housekeeping and are thus able to reduce that figure decidedly.

FINANCIAL AIDS TO STUDENTS

Aid to students at Illinois State Normal University may be classified under four headings: Loan Funds, Scholarships, Awards, and Federal Financial Assistance, if continued by the government.

LOAN FUNDS

STUDENT LOAN FUND. A general student loan fund is available for students in their last year, from which they may borrow at a low rate of interest a sum not to exceed \$150.00. The demands on this fund have been great and should not be relied upon by too many students as a source of financial assistance. Information concerning this fund may be obtained from the Dean of the University.

ANNIE LOUISE KELLER SCHOLARSHIP FUND. This fund consists of \$150.00 which is loaned without interest to properly qualified students selected by a special committee constituted at the time of the creation of the scholarship fund. This scholarship fund is named in honor of Annie Louise Keller, a former student at Illinois State Normal University, who gave her life in protecting the lives of all of her pupils in a rural school in Greene County during a tornado on April 17, 1927. A fund was raised by students and faculty as a memorial to Miss Keller. Information concerning this fund may be obtained from the Dean of the University.

FACULTY WOMEN'S CLUB LOAN FUND. Women students who meet the standards required by the Club are eligible to borrow from this fund a sum not to exceed \$150.00. The office of the Dean of Women will furnish information about loans from this fund.

SCHOLARSHIPS AND AWARDS

LINDLEY SCHOLARSHIPS. For a number of years scholarships were available to eighth grade graduates, who obtained them on the basis of a competitive examination and with the expressed purpose of going to a teachers college following graduation from high school. Though these scholarships are no longer being granted, there are some persons who still hold valid scholarships of this nature. To be valid, such scholarships must have been obtained after completion of the eighth grade and before entrance into high school and on the basis of a competitive examination called for the purpose of awarding these scholarships. Such scholarships exempt students from the payment of those fees remitted to the State Treasurer. Thus, holders of these scholarships pay \$17.50 each semester rather than the \$32.50 charged under ordinary conditions.

STATE SCHOLARSHIPS. Beginning with July 1, 1936, scholarships to the five state teachers colleges of Illinois were made available by legislative enactment to graduates from all high schools in the state. Every high school is entitled to one scholarship. High schools of 500 to 1000 students receive two, and those high schools having over 1000 students are entitled to three such scholarships. The local school authorities select the persons to receive the scholarships, which are awarded to the persons who rank highest in scholarship and who plan definitely to attend any of the state teachers colleges with the purpose of becoming teachers. If the highest ranking person does not wish to attend a teachers college, the award goes to the next person in rank and on down the list until the upper 25 per cent of the graduating class has been exhausted. If no one in the upper 25 per cent of the graduating class qualifies for the scholarship, no scholarship is granted to that particular high school for that year. The scholarships are definitely intended for persons who will make use of them the year following graduation from the high school and may be used for a period of any four years. Persons holding such scholarships are entitled to exemption from such school fees as are remitted to the State Treasurer; hence, instead of a semester fee of \$32.50, the scholarship recipient pays \$17.50, which amount is designed to cover student activity fees and books. Further information beyond what high school principals and county superintendents may have regarding these scholarships will be provided upon request.

ILLINOIS CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIP. This scholarship of \$200.00, granted by the Illinois Congress of Parents and Teachers, is made available to the recipient over a four-year period. At the present time, the recipient is Sabra Jean Starr of Normal, Illinois. The granting of the scholarship is based upon leadership, interest and participation in activities, scholastic ability, financial need, and other qualifications established by the donors, included in which is the requirement that the recipient must come from a high school with a Parent-Teacher Association affiliated with the Illinois Congress of Parents and Teachers. This scholarship is not available for granting during the 1943-1944 school year.

THE ALUMNI AWARD. An award of \$65.00 is made each year by the Alumni Association of Illinois State Normal University to a junior who has attended the University during his or her entire college career and earned at least part of his necessary college expenses. The money is to be used by the student to pay school fees during the senior year. Only students definitely intending to teach are eligible for the award. Interested and eligible persons apply to the president of the Student Council near the close of the second semester. Selection is made by a special rating committee composed of three students, two faculty members, and one alumnus.

THE JESSIE E. RAMBO AWARD. An award of \$50.00 is made to a junior in the Division of Home Economics Education each year near the end of the second semester. This award, which will cover practically all school fees for the following year, is made on the basis of scholarship, personality, evidences of leadership, participation in campus activities, and possibilities of success in the teaching of home economics. The award is made possible by the interest and generosity of Miss Jessie E. Rambo, former Director of the Division of Home Economics Education of Illinois State Normal University.

FEDERAL AID

For several years the Federal Government has provided some financial assistance to students in return for assigned work. During the 1942-43 college year, the National Youth Administration program has enabled the University to help approximately 134 students in varying amounts, the most common of which ranged from \$10.00 to \$15.00 per month. This assistance under federal regulation must go to students who need financial help to continue their education. Although the University stands ready to assist any worthy students, there is a growing tendency on the part of many persons who do not need financial aid to request such assistance in order to reduce the demands on funds already as their disposal. Care is advised on the part of the student in estimating the seriousness of the need and in substantiating requests with evidence of need. Official word as to whether or not the federal aid program will be continued, and the regulations under which it will operate may not be available until late in the summer. There is no assurance that such a program will be in operation when the college year opens in September. However, requests for information regarding this program and other sources of assistance should be addressed to the office of the Dean of Women and to the office of the Dean of Men.

EMPLOYMENT

There are possibilities for both men and women students to do work, for which they obtain room or board or both, or certain monetary compensation. Women students wishing to secure such employment should address Miss O. Lillian Barton, Dean of Women. They should consult her before entering into any agreement with employers. Each semester they should secure from her a class schedule permit before having their programs made out by the directors of their divisions. Similarly, all men students should confer with R. H. Linkins, Dean of Men.

The University requires students to secure employment in environments which are conducive to wholesome living. For this reason, students are not permitted to work in taverns or similar places where the chief function is the dispensing of alcoholic liquors.

REGULATIONS EVERY STUDENT SHOULD KNOW

SCHOLARSHIP AND CREDITS

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM

MARKS

The marks with their value in honor points are as follows:

A	(Passing)	3 honor points per semester hour
B	(Passing)	2 honor points per semester hour
C	(Passing)	1 honor points per semester hour
D	(Passing)	0 honor points per semester hour
F	(Failing)	0 honor points per semester hour
I	(Incomplete)	0 honor points per semester hour
W	(Withdrawal)	0 honor points per semester hour

A, B, C, and D will be recorded for work which has been given passing credit.

F will be given to:

- (1) Students who withdraw from a course at any time without official permission.
- (2) Students who were failing at the time of official withdrawal.
- (3) Students who are in a course all semester but who fail to make a passing mark.

Official permission to withdraw from a course or from the school is given only by the Dean of the University. Employed students who wish to make changes in their programs and all students who wish to withdraw from school should first confer with the Dean of Women or the Dean of Men. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the University explaining the situation will be sufficient.

REPETITION OF COURSES

If a student fails to carry a course, he should repeat that course at the earliest opportunity.

Courses may not be repeated more than once unless permission is secured from the Dean of the University. This regulation applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

INCOMPLETES

An incomplete will be given to students who are doing passing work but who, because of illness or other justifiable reasons, find it impossible to complete the work by the end of the semester. Incompletes are not given unless the student has been in class to within three weeks of the close of the semester and the quality of his work is such that he can complete it through special assignments and examinations. Incompletes should be cleared during the next semester a student is in school and cannot be cleared after one year has elapsed. Incompletes are recorded permanently but the I is circled

and the permanent grade, semester hours, and honor points are added when the incomplete is cleared.

WITHDRAWALS

W will be given to students who have been given official permission to withdraw and who are passing in the course at the time of withdrawal, but who did not remain in the course long enough to earn credit without repeating the course.

HONOR POINTS

Students must have as many honor points as semester hours taken before student teaching can be assigned to them. Incompletes and withdrawals are not counted.

Students must have as many honor points as semester hours taken for graduation. Incompletes and withdrawals are not counted.

Failures, which have not been cleared, are considered in the total number of semester hours taken in figuring the honor point requirements. The following case illustrates the counting of honor points:

Course	Mark	Sem. Hrs. Enrolled in	Sem. Hrs. Earned	Sem. Hrs. Counted in Honor Point Requirement	Honor Points Earned
English Composition 111.....	D	3	3	3	0
Contemporary Civilization 111..	A	3	3	3	9
Natural Science Survey 109.....	F	4	0	(4)	0
Observation and Reading 109...	W	1	0	0	0
Elective	B	3	3	3	6
Developmental Activities 101....	I	1	0	0	0
		<hr/> 15	<hr/> 9	<hr/> 13	<hr/> 15

On the cumulative basis, the last column must total as much as, or more than, the second last column for student teaching assignments and for graduation.

PROBATION AND DROP SYSTEM

To remain in good standing scholastically, students must meet certain requirements on the cumulative record as well as on the record of each semester or summer session.

On the cumulative record, students with one through 32 semester hours may have nine fewer honor points than semester hours for which they have been enrolled, with 33 through 48 semester hours, six fewer honor points than semester hours, and with 49 through 64 hours, three fewer honor points than semester hours. Students who have 65 or more semester hours must have as many honor points as semester hours for which they have been enrolled, or a C average. Incompletes and withdrawals are not counted.

In addition to meeting the cumulative requirement, students must also earn a minimum of eight semester hours and eight honor points in each semester. For the eight-week summer session, the individual requirement is a minimum of three semester hours and six honor points.

Students who fail to meet the requirements as outlined above are placed upon probation for the succeeding semester or summer session. Students who are placed upon probation a second time are not permitted to continue their studies

until one year has elapsed unless they are reinstated by the Dean of the University. Repeated failures to do satisfactory work may result in permanent exclusion by the Dean of the University.

SCHOLASTIC LOAD

Although it might seem that students need not be seriously disturbed if they are nine honor points short in their first semester, it is also very apparent that students can ill afford to take the entire allowance at that time. Such students would need to earn at least a C average following the first semester until thirty-two semester hours had been earned, and better than a C average during the period of thirty-three to sixty-four semester hours inclusive.

Students are also reminded that if they use most of their allowance of minus nine honor points in the first semester they should not attempt as heavy a schedule in succeeding semesters until such time as they are able to maintain a satisfactory scholastic record. For students who are deficient seven to nine or more honor points a reduction of at least three semester hours in the program for the next semester is strongly urged.

OTHER REGULATIONS CONCERNING PROGRAMS OF STUDY

1. Students are expected to choose one of the various curricula and to follow this program as closely as is practicable, except where elective substitutes are allowed by the Dean of the University.

2. Teachers in service who are working toward graduation from Illinois State Normal University may not take more than eight semester hours by extension and correspondence combined during a regular school year without permission of the Dean of the University.

3. Students may take more than a normal program only with the approval of the Dean of the University.

4. Students desiring to take less than twelve semester hours of class work must secure permission from the Dean of the University.

5. Prior to enrollment in classes each semester, employed students should secure from the Dean of Women or from the Dean of Men permission to register for the number of semester hours of classwork that can satisfactorily be adjusted with the employment load.

6. Permission for auditing classes or any attendance other than that on a regular credit basis must be obtained from the Dean of the University. Such permission will be granted only after payment of regular fees as described under *Expenses* in a preceding unit of this catalog. Auditors are exempt from the University regulation which requires regularity of attendance. Absences will not be reported to the Dean of Women or the Dean of Men. Auditors, however, are not permitted to participate in the class discussion, tests, and examinations.

7. Once during each semester students who are not doing satisfactory work are reported to the directors of their respective divisions. Each student so reported must confer with the director and have his work adjusted to suit his ability.

8. Students should study carefully the descriptions of courses and note the prerequisites. They should arrange to take these prerequisites at the proper time.

9. Requests for transfer from one curriculum to another should be made to the Dean of the University.

10. Developmental courses in recreational activity are required of all freshmen and sophomores. Students who cannot profitably take the regular exercises because of age or physical disability are assigned to a special class for adaptive work. No student may be graduated without 144 fifty-minute periods of physical education.

12. Classification is based upon the completion of thirty semester hours for sophomores, sixty for juniors, and ninety for seniors.

CLASS ATTENDANCE

The policy of the University is to assume that students will attend classes regularly. In the case of justifiable absences, opportunity to make up the work missed may be granted by the instructor at his discretion. For the student's protection, all illnesses causing absence from even a single class should be reported to the University Physician; also to the Dean of Women, in the case of women; to the Dean of Men, in the case of men. Such reporting will make it possible for the instructor to discover whether the absence was justifiable. A permit to re-enter classes is required of all students who have been absent with a contagious disease. This permit must be obtained from the University Physician. The state laws regarding quarantine and exclusion are strictly followed.

It is evident that this plan places the responsibility squarely upon the student. Such a type of attendance regulation is designed to develop growth on the part of the student, with the assumption that students have come to the University for the purpose of getting an education and that the realization of this aim should be a matter of primary concern on their part.

STUDENT ASSEMBLIES

Student assemblies are held once each week to unify school spirit, to make announcements, and to add to the general education of the students. Interesting and profitable programs are presented by students, faculty members, and guests. The planning and scheduling of assembly programs come under the direction of an Assembly Board, composed of an equal number of students and faculty. The assemblies are held at ten o'clock on Wednesday of each week. Regular attendance is required.

GENERAL PROVISIONS CONCERNING ADVANCED CREDIT

Credit in the form of advanced standing will be granted for work satisfactorily completed in other teachers colleges, and other colleges and universities of recognized standing only to the extent that such work satisfies the requirements of curricula of this University.

Students who wish to earn transfer credits by extension, correspondence, or in residence at other institutions should have such courses approved before taking them.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

Credits may not be transferred from one curriculum to another except in a case in which a course is the full and fair equivalent in content of a course in the curriculum to which the student transfers.

No college credit toward a degree will be given for work done in a secondary school except when such work is a part of an organized curriculum, and then only if recognized as being of collegiate level and accepted for credit toward a degree by the State University of the state in which the secondary school is located.

REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Education is conferred upon students who complete any of the four-year curricula to the extent of a minimum of 128 semester hours, including not less than 43 hours of senior college credit.

The degree of Bachelor of Education is believed to be the most significant degree to be conferred at the end of a professional curriculum designed to prepare for teaching. The entire work of the University is designed for the preparation of teachers and the various curricula are professional in nature.

The requirements for graduation with the degree of Bachelor of Education for students in the secondary core curriculum call for certain specified courses as outlined on page 51. Each student must complete these requirements, including preparation in the subject matter of a first teaching field and a second teaching field, as outlined preceding the course descriptions for each department.

No student will lose credits because of the adoption of new curricula by the institution, provided he continues in the curriculum originally chosen. If the work is not continuous, the new requirements must be met but the credits earned in the old curriculum will apply in the revised curriculum.

Candidates for graduation shall have approved by the Registrar the program of studies they desire to follow during the senior year. This program must accord with the general course offerings and the general regulations of the University.

Before receiving a degree, the student must do at least one year (36 weeks—32 semester hours) on the senior college level in this University. All graduates from any curriculum must complete their last course or courses in this University.

Not more than one-fourth of the total number of semester hours required for graduation may be earned through extension or correspondence work and not more than one-eighth through correspondence.

Candidates for graduation in June should see that all incompletes and deficiencies are removed by the end of the twelfth week of the second semester.

Students transferring with degrees from other accredited colleges or universities may earn a Bachelor of Education degree in this University by completing a minimum of one year (36 weeks—32 semester hours) in residence. Such students must have a minimum of twenty-eight semester hours in education and psychology, including student teaching. The content of the year's work must meet the approval of the Dean of the University.

Students may receive the degree of Bachelor of Education at the close of the school year in June or at the close of the summer session. Students

completing their work after the close of the summer session will not be graduated until the following June.

All candidates intending to graduate in June or at the end of the summer session shall notify the Registrar not later than the second Friday in April, by which time graduation fees must be paid.

Candidates for graduation are expected to be present at the graduating exercises to receive their diplomas or degrees in person.

TEACHERS' CERTIFICATES

Since Illinois State Normal University prepares teachers for all types of positions in the public schools of Illinois, the curricula are organized to conform to the Illinois Certification Law. Section Three of the law, which pertains to issuance of Limited State Certificates, follows:

First. A limited elementary school certificate shall be valid for four years for teaching in the lower nine grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours and with a minimum of sixteen semester hours in education, including five semester hours in student teaching under competent and close supervision. The academic and professional courses offered as a basis of the limited elementary school certificate shall be in elementary training courses approved by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed sixty semester hours of work in elementary training courses in a recognized higher institution of learning including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in periods of four years upon successful teaching experience and professional growth.

Second. A limited kindergarten-primary certificate shall be valid for four years for teaching and supervising in the kindergarten and in the first, second and third grades of the common schools. It shall be issued to graduates of a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including sixty semester hours of work in a recognized kindergarten-primary training school and with a minimum of sixteen semester hours

in education, including five semester hours in student teaching under competent and close supervision. It shall be renewable in periods of four years upon successful teaching experience and professional growth. This certificate shall be issued upon a successful examination to applicants who have completed sixty semester hours of work in a recognized higher institution of learning, including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in periods of four years upon successful teaching experience and professional growth.

Third. A limited special certificate shall be valid for four years for teaching and supervising the special subject or subjects named in the certificate in any and all grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including a minimum of sixteen semester hours in education, five semester hours of which shall be in student teaching under competent and close supervision. The extent of training shall vary according to the subject and the minimum amount of training shall be determined by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed sixty semester hours of work in a recognized higher institution of learning, including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in periods of four years upon successful teaching experience and professional growth.

Fourth. A limited vocational certificate shall be valid for four years for teaching the vocational subject or subjects named in the certificate in grades seven to twelve inclusive of the common schools. It shall be issued to persons who have met the requirements of the State Examining Board.

It shall be renewable in periods of four years upon successful teaching experience and professional growth and certified evidence that the holder has completed a total of fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time as the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education.

Fifth. A limited high school certificate shall be valid for four years for teaching in grades seven to twelve inclusive of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including sixteen semester hours in education, five semester hours of which shall be in student teaching under competent and close supervision. The courses in education and student teaching shall be approved by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Sixth. A limited supervisory certificate shall be valid for four years for teaching and supervising in any and all grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including a minimum of sixteen semester hours in education, as may be approved by the State Examining Board, and who have taught successfully for four years. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Seventh. A limited junior college certificate shall be valid for four years of teaching and supervising in the thirteenth and fourteenth grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a master's degree, including twenty semester hours in education and a major in the field in which the teacher is teaching. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Any student interested in securing a life certificate may obtain the necessary information by consulting the Dean or the Registrar of the University. Life certificates, however, may not be secured with less than a master's degree and four years of teaching experience, two of which shall have been in Illinois.

TRAINING SCHOOLS AND STUDENT TEACHING

The training schools at Illinois State Normal University are maintained in order that prospective teachers may have actual teaching experience on either the elementary or the secondary level. They teach under the supervision of competent teachers, and before the work is completed they have entire charge of the classes. This work provides rich experience where theory and practice become unified.

In addition to actual teaching, the student in the secondary curriculum is required to do much observation, to assist with study halls, checking of attendance, and the high school library, and to participate in many other activities required of teachers after they begin work in the field.

FACILITIES FOR STUDENT TEACHING

The campus training schools consist of the University High School with 350 students and the University Elementary School with 290 pupils, including a kindergarten with about 40 pupils. The University has a cooperative arrangement with the kindergarten and elementary school at the Illinois Soldiers' and Sailors' Children's School and with the Towanda Public Schools. Students interested in rural education secure their teaching experience in two nearby rural schools.

CAMPUS SCHOOLS

UNIVERSITY HIGH SCHOOL

The University High School enrolls students from the local community and from the state at large. Although the high school students are not required to pay tuition, there is a fee required that is used for the support of such high school activities as athletics, the school paper, the school annual, the high school assembly programs, the musical organizations, the student council, the clubs, and the University motion picture shows.

A principal and thirty-three teachers give personal attention to the students' habits of study, attendance, conduct, social life, and educational advancement. Few high schools can offer the wide range of electives and special training provided in the University High School. It maintains debating clubs, literary societies, a student council, an athletic board, boys' and girls' glee clubs, a band, and a full athletic program. Considerable attention is given to the social training of the pupils by means of school and class parties, banquets, dances, and similar activities that are supervised by the faculty. School plays and dramatic activities are given a prominent place in the school program.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its graduates can enter, without an examination, any of the colleges or universities that admit on certificates of graduation, provided due care has been exercised in the choice of high school subjects.

Adequate room has recently been provided in the Thomas Metcalf Building for a library. Tastefully furnished and liberally supplied with books, it plays an important part in enriching the work of students and prospective teachers.

UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School occupies the larger portion of the Thomas Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the first and second floors; and the four upper grades and the elementary school library occupy units on the third floor. On the first floor, there are two large play rooms and a suite of rooms for home economics. Play ground facilities are available. The regular staff of the University Elementary School consists of nine supervisors. There are also supervisors of music, art, physical education, home economics, and industrial arts. The University Physician and the School Nurse give daily attention to the health needs of pupils.

COOPERATING SCHOOLS

ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

The Cooperating Elementary School at the Illinois Soldiers' and Sailors' Children's School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of a kindergarten, six elementary grades, and a junior high school consisting of grades seven and eight. It is housed in a modern building, which is adequately equipped for teaching the regular subjects, home economics, industrial arts, music, and physical education. At present its staff consists of a principal and twenty-five supervising teachers.

COOPERATING RURAL SCHOOLS

The Cooperating Rural Schools are conveniently located near the University. The University furnishes transportation for the student teachers in these schools. Extensive opportunity is offered students to apply practical rural sociology, to help in playground activities, and to become familiar with the basic principles of good teaching methods as they apply in rural school organizations.

TOWANDA PUBLIC SCHOOLS

The Towanda Elementary School and the Towanda Community High School are affiliated with the University. Four elementary rooms and four high school rooms are available for student teaching purposes. These schools provide an excellent opportunity for teachers in training to become familiar with the educational opportunities in a small town.

ASSIGNMENT OF STUDENT TEACHING

The assignment of student teachers to classes in the elementary school is made by the Director of Elementary Education; to the high school classes, by the Director of Secondary Education. All arrangements for student teach-

ing for any given semester or summer session should be made at least six weeks before the end of the previous term. All procedures involved in student teaching are subject to the approval of the Director of the Training Schools.

AMOUNT OF TEACHING REQUIRED

The minimum requirement in student teaching for graduation is 180 clock hours. Students who have had experience and who have shown a high standard of ability in previous teaching may be given special assignments in remedial instruction or other specialized phases of teaching which will broaden their preparation. The Director of the Training School, upon recommendation of supervising teachers, may require additional student teaching when it is thought advisable. Student teaching must be continued until competency has been attained.

REGULATIONS FOR STUDENT TEACHING

1. One semester of residence or its equivalent is required as a prerequisite for assignment to student teaching.

2. Since student teaching is an integral part of the sequence of work in education, the student becomes eligible for student teaching only as the courses which precede it in the sequence have been satisfactorily completed.

3. Assignments to student teaching are made in the grades or teaching fields for which the student is qualified. To secure student teaching in another grade or field he must meet the requirements set up in the curriculum which prepares for that type of work.

4. Assignment of student teachers in the Division of Secondary Education is made in both the first and second teaching fields. To be admitted to student teaching in any teaching field students are required to offer the same amount of preparation in such subject as is required by the North Central Association for teaching in the high schools of Illinois.

5. A student is eligible for student teaching only when he has earned as many honor points as semester hours.

6. A student on probation is not eligible for student teaching.

7. No student enrolled during a regular school year who has failed to meet the scholastic requirements for student teaching will be allowed to do student teaching in any summer session. All students who go on probation at the end of the first semester or lack a C average must return for an additional semester of work to complete their student teaching requirements. Only student teachers who have had public school experience will be assigned to the three weeks term at the Children's School following the regular summer session. *(For the duration of the war emergency, individual cases of students who are affected by the regulations in this paragraph will be taken under advisement.)*

BUREAU OF APPOINTMENTS

Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The Director of the Training Schools is the administrative head of this service and cooperates with the directors of divisions in organizing and directing the work of the Bureau of Appointments. An appointment secretary works practically full time to further the service of the Bureau. The University receives many calls for rural, kindergarten, elementary, and high school teachers, elementary supervisors, and teachers of special subjects. Students who have made commendable records in their chosen fields and in the training schools are in demand. The Bureau attempts to serve both the candidates and the schools of the state by selecting carefully those whom it recommends with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with degrees and successful experience are in demand for supervisory and administrative positions. Consequently, the Bureau makes an effort to follow up graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them. All graduates of Illinois State Normal University who desire to secure professional and financial advancement should annually keep their credentials up to date in the Bureau of Appointments.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This record is the result of the cooperation and assistance of members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; curriculum pursued; college hours of preparation in first and second teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and by the superintendents under whom the candidates have worked.

For the past two years, practically every graduate of the University who wished to teach was able to secure a teaching position. This year the Bureau of Appointments will not have enough registrants to meet the demand. A shortage of teachers will probably exist throughout the war period. With the increased emphasis on public education, there is reason to believe there will be a shortage of teachers for years to come.

The Bureau of Appointments is at the service of all graduates of Illinois State Normal University and at the service of all school administrators in need of teachers.

ORGANIZATION AND CURRICULA OF THE UNIVERSITY

DIVISIONS OF THE UNIVERSITY

Illinois State Normal University is organized into ten divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

In each of the ten divisions, one or more differentiated programs of work leading to a degree are offered. When a student satisfactorily completes four years of work in a given curriculum, he is awarded the Bachelor of Education Degree.

The following are the Divisions:

Division of Elementary Education

Field of Kindergarten-Primary Education

Field of Intermediate Education

Field of Upper Grade Education

Field of Rural Education

Division of Secondary Education

Field of Biological Science (Botany, Zoology)

Field of English

Field of French

Field of Geography (including Geology)

Field of German

Field of Latin

Field of Mathematics

Field of Physical Science (Physics, Chemistry)

Field of Psychology (Second Teaching Field only)

Field of Social Science (Economics, History, Political
Science, Sociology)

Field of Spanish

Division of Agriculture Education

Division of Art Education

Division of Business Education

Division of Health and Physical Education (Men and Women)

Division of Home Economics Education

Division of Industrial Arts Education

Division of Music Education

Division of Speech Education

THE CURRICULA

The outlines of curricula are found on pages 48-51 inclusive.

In basic curricula for all divisions the related subject-matter groups of these curricula fall into four areas, as follows:

I. CULTURAL BACKGROUND

GROUP A. ENGLISH LANGUAGE AND LITERATURE, AND FUNDAMENTALS OF SPEECH, 9 hours.

GROUP B. SOCIAL SCIENCE, 12 hours.

1. Contemporary Civilization, 6 hours.

2. History of Civilization and Culture, 6 hours.

GROUP C. NATURAL SCIENCE SURVEY, 8 hours.

GROUP D. GENERAL PSYCHOLOGY, 3 hours.

GROUP E. ART AND MUSIC APPRECIATION, 2 hours.

II. PROFESSIONAL TECHNIQUE

EDUCATION AND EDUCATIONAL PSYCHOLOGY

	<i>Elementary</i>	<i>Secondary</i>
Freshman year	Observation and Reading 109 and 110, 2 hours	Observation and Reading 109 and 110, 2 hours
Sophomore year	Child Growth and Development 108, 3 hours	Educational Psychology 115, 3 hours
Junior year	American Public Education 211, 3 hours Education 232, 233, 234, or 235, 3 hours Reading Methods 107, 3 hours	American Public Education 211, 3 hours Secondary Education 220, 4 hours
Senior year	Classroom Problems, 236, 3 hours Philosophy of Education 203, 3 hours Student Teaching 210, 8 hours	School and Community Relations 204, 2 hours Philosophy of Education 203, 3 hours Student Teaching and Special Methods 210, 10 hours

III. TEACHING FIELD PREPARATION

SUBJECT MATTER OF THE TEACHING FIELDS.

The specific requirements of the various teaching fields in the secondary curricula will be found preceding the description of courses in the respective fields. For the elementary curriculum, information concerning electives will be found on page 50.

IV. RECREATIONAL AND HEALTH DEVELOPMENT

RECREATIONAL ACTIVITIES AND HYGIENE, 7 hours.

1. Recreational Activities (Two hours a week throughout the freshman and sophomore years).
2. Personal Hygiene (Three hours a week throughout one semester in the sophomore year).

SELECTION OF A CURRICULUM

Students make a tentative choice of a curriculum at entrance, based on their own aptitudes and desires and on advice and guidance offered during Freshman Week by directors of divisions and other faculty members. In the secondary curricula, all students are required to complete a first and a second teaching field. The choice of the first teaching field determines the curriculum in which a student is registered. Wherever the word *Electives* occurs, the reference is not to free electives but to choice of an elective group, which, after being chosen, must be followed, unless a change of curriculum is approved by the Dean.

The four-year elementary curriculum is strongly recommended for all students who wish to prepare to teach in the kindergarten and grades one through eight of city school systems. There is now and will continue to be for some time to come a shortage of elementary teachers. This fact indicates a probability that placement and salaries in elementary work will be very satisfactory. Electives in the elementary curriculum are selected for the two-fold purpose of: building teaching strength and background in a field of special interest, and enriching the student's general background.

TRANSITION FROM TWO-YEAR TO FOUR-YEAR CURRICULA

1. In accordance with the new certificating law passed by the legislature in 1941 (printed on pages 38-40), Illinois State Normal University will no longer offer two-year curricula. In accordance with the general policy of the University, however, every consideration will be given to the interests of the students during this transition period. Students who were following a regular program of studies will not lose credits because of changes in curricula.

2. Students who will have completed less than two years of work in the elementary field by July 1, 1943, will automatically continue their work in the four-year elementary curriculum. An evaluation of credits in that curriculum may be secured from the Registrar.

3. The program of courses leading to the degree for those who have completed two-year curricula will continue to be offered for some years to come, as listed on page 48.

4. The two-year diploma will not be issued after the new certificating law goes into effect July 1, 1943. Consequently, no two-year diplomas will be issued at the end of the summer session of 1943. There is a possibility under the new law that students completing two years of work may qualify for a teaching certificate, good only in the elementary schools, by passing a special examination prepared by the State Examining Board. It is advisable, however, for placement purposes, that, whenever possible, students plan to complete the four-year curriculum.

OUTLINES OF THE CURRICULA .

OUTLINE OF COURSES FOR JUNIORS AND SENIORS WHO ARE GRADUATES OF FORMER TWO-YEAR CURRICULA

Leading to the Degree of B.Ed. and Limited State Elementary Certificate

JUNIOR YEAR		Semester
FIRST SEMESTER		Hours
†Children's Literature 201 or an English Elective.....	3	
Advanced Natural Science 221.....	3	
Geography Elective	2 or 3	
*Electives	7 or 8	
		<hr/> 16
SECOND SEMESTER		
†Children's Literature 202 or an English Elective.....	3	
Applied Nature Study 222.....	3	
History elective	2 or 3	
*Electives	7 or 8	
		<hr/> 16
SENIOR YEAR		
FIRST SEMESTER		
Student Teaching (2 hrs. per day).....	3	
Economics or Political Science.....	2 or 3	
Sociology Elective	2 or 3	
English Elective	2 or 3	
*Electives	4 or 7	
		<hr/> 16
SECOND SEMESTER		
Speech Correction 212.....	3	
Advanced Writing 161 or Journalism 165 or Public Speaking.....	2 or 3	
Introduction to Philosophy of Education 203.....	3	
*Electives	7 or 9	
		<hr/> 16

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

* Electives do not usually include courses in Education or Psychology. However, the total number of hours required in Education and Psychology, including Student Teaching and Philosophy of Education, is thirty semester hours; the total must not exceed thirty-two semester hours except in the cases of experienced teachers, who may extend the total to a maximum of thirty-eight semester hours.

Students in this curriculum should select subjects which have some relation to the work in the elementary field. See suggestions on page 50.

† All students are required to take Children's Literature 201 or 202.

FOUR-YEAR CURRICULUM FOR ELEMENTARY SCHOOL TEACHERS

Leading to the Degree of B.Ed. and Limited State Elementary Certificate
or Limited State Kindergarten-Primary Certificate

FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
*Contemporary Civilization 111..	3	*Contemporary Civilization 112..	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Observation and Reading 109...	1	Observation and Reading 110....	1
Arithmetic in Modern Life 101..	3	Geography of the Peoples of the World 103	3
Developmental Activities 101.....	1	Developmental Activities 102....	1
	<hr/> 15		<hr/> 15

SOPHOMORE YEAR

General Psychology 111.....	3	Child Growth and Development 108	3
Fundamentals of Speech 110....	3	Hygiene 105	3
Music 131, 111, or 122.....	2	Geography of North America 114	3
*History of Civilization 113 or 114	3	English Literature Elective.....	3
Art Fundamentals 101	2	Art Fundamentals 112.....	3
Art Appreciation 107.....	1	Recreational Activities 104.....	1
Recreational Activities 103.....	1		
	<hr/> 15		<hr/> 16

JUNIOR YEAR

American Public Education 211..	3	Education 232, 233, 234, or 235	3
Foundations in Arithmetic 201..	2	Reading Methods 107.....	3
American Life and Institutions 217	3	American Life and Institutions 218	3
Folk Literature for Children 201..	3	Modern Literature for Children 202	3
Natural Science 219.....	3	Natural Science 220.....	2
Elective	3	Elective	3
	<hr/> 17		<hr/> 17

SENIOR YEAR

Student Teaching 210.....	8	Philosophy of Education 203....	3
Classroom Problems 236.....	3	Craft Activities 127.....	2
School Health 238.....	2	Speech Correction 212.....	2
Elective	3	Music Education 124 or 235....	3
		Electives	7
	<hr/> 16		<hr/> 17

* It may be desirable in some cases for students to take History of Civilization 113 and 114 and only one semester of Contemporary Civilization.

Electives may include courses in education and psychology to the extent that the maximum in education, psychology and student teaching combined may not exceed thirty-two semester hours.

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

Students who wish to qualify for the State Limited Kindergarten-Primary Certificate should do their student teaching in the kindergarten.

Minimum requirement for graduation, 128 hours.

Suggestions concerning electives will be found on the following page.

ELECTIVES FOR STUDENTS IN ELEMENTARY EDUCATION

The following electives are in three groups: A—electives especially important and required, if starred; B—electives listed in the order of importance in the different subject areas for those who wish to use their additional general elective hours to build background in several different fields; C—elective sequences listed in order of importance for those who wish to specialize in one subject field after meeting the requirements in group A.

ELECTIVE GROUP A

<i>Subject Field</i>	<i>Kindergarten- Primary</i>	<i>Intermediate</i>	<i>Upper Grades</i>	<i>Rural</i>
Education	*232	*233	*234	*235
English		105	*105, 277, 276	*105, 277
Geography	219, 212	215, 223	217 or 218 or 220	223, 211 or 215 or 217 or 220
Mathematics		202	202, 105, 111	202, 105
Music	*122, *131			*122, 131
Speech		123	123	123

ELECTIVE GROUP B

Agriculture	101
Biological Science	240, 211, 250
Education	232, 233, 234, 235, 202, 206, 261, 262
English	122, 131, 276
Foreign Language—	
French	111, 112, 115, 116, 211, 212
German	111, 112, 115, 116, 211, 212
Latin	111, 112, 113, 114, 211, 212
Spanish	111, 112, 115, 116, 211, 212
Geography	212, 216, 219, 111, 211 or 215 or 217 or 220
Health and Physical Education.....	223, 224
Home Economics	231, 233, 132
Library	212, 214, 262
Music	150, 244, 215, 245, 208
Psychology	234, 237, 212, 225
Social Science	161, 261, 262, 121, 253, 263
Speech	232, 240, 214

ELECTIVE GROUP C

Art	201, 202, 237, 238
English	112, 121 or 122, 131 or 132, 165, 214, 219, 233, 244, 253, 276, 277
Geography	218 or 220, 215, 217, 212, 223, 111, 219, 216
Industrial Arts	111, 121, Art 113, Art 124, Art 127, Industrial Arts 261
Mathematics	202, 105, 106, 111, 112, 114
Music	111, 122, 131, 150, 124, 235, 215 or 244 or 245, 208
Speech	121, 232, 214, 240

FOUR-YEAR CURRICULUM FOR SECONDARY SCHOOL TEACHERS

Leading to the Degree of B.Ed. and Limited State High School Certificate

FRESHMAN YEAR

FIRST SEMESTER		Sem. Hrs.	SECOND SEMESTER		Sem. Hrs.
English 110 or 111.....	3		English 111 or 112.....	3	
Contemporary Civilization 111...	3		Contemporary Civilization 112...	3	
Natural Science Survey 109.....	4		Natural Science Survey 110.....	4	
Observation and Reading 109....	1		Observation and Reading 110....	1	
Developmental Activities 101....	1		Developmental Activities 102....	1	
Elective	3 or 4		Elective	3 or 4	
		15 or 16			15 or 16

SOPHOMORE YEAR

History of Civilization 113.....	3		History of Civilization 114.....	3	
General Psychology 111.....	3		Educational Psychology 115.....	3	
Fundamentals of Speech 110.....	3		Hygiene 105	3	
Recreational Activities 103.....	1		Recreational Activities 104.....	1	
Art Appreciation 107.....	1		Music Appreciation 107.....	1	
Electives	6 or 7		Electives	6 or 7	
		17 or 18			17 or 18

JUNIOR YEAR

American Public Education 211..	3		Secondary Education 220.....	4	
Electives	13		Electives	12	
		16			16

SENIOR YEAR

Student Teaching and Special Methods 210.....	5		Student Teaching and Special Methods 210.....	5	
Philosophy of Education 203.....	3		School and Community Relations 204	2	
Electives	6 or 8		Electives	7 or 9	
		14 or 16			14 or 16

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

All students following this curriculum should investigate the definite subject-matter requirements for teaching in recognized and accredited high schools as listed by the bulletin on *The Recognition and Accrediting of Illinois Secondary Schools* and the North Central Association bulletin. Information concerning these requirements is available in the offices of the Director of the Training School and the Registrar.

Electives may include courses in education and psychology to the extent that the maximum in education, psychology and student teaching combined may not exceed thirty-two semester hours.

Minimum requirement for graduation, 128 hours.

The majority of electives will be chosen in accordance with teaching field requirements which precede the descriptions of courses in the different fields.

COURSES OF INSTRUCTION

DEFINITION OF CREDIT.—For credit purposes each course is assigned semester hour value, each semester hour representing one class meeting per week for one semester.

FRESHMAN AND SOPHOMORE COURSES.—These are the comprehensive introductory courses in the various subjects offered in the freshman and sophomore years. These courses are numbered 100-199 and are known as junior college courses. Only a limited number of freshman and sophomore courses may be counted for graduation when taken by juniors and seniors.

COURSES OPEN ONLY TO JUNIORS AND SENIORS.—These are advanced intensive courses and are not open to freshmen and sophomores. They are numbered 201-299 and are known as senior college courses. Forty-three semester hours of all of the work of the junior and senior years must be in these courses.

COURSE CREDIT.—The semester during which a course is given is indicated by a Roman numeral placed after the number and title of the course, I for the first semester, II for the second semester. A number in parentheses shows the credit value in semester hours.

The following designations are used:

I (3): a course carrying three semester hours credit, given in the first semester.

II (3): a course carrying three semester hours credit, given in the second semester.

I (3) or II (3): a course which is offered each semester.

I (4) and II(4): courses which follow in sequence, one description covering the two courses.

Prerequisites are listed when required.

Credits earned during the summer sessions or by extension are recorded with S or E preceding the course numbers.

Course offerings and teaching field requirements are listed alphabetically by departments.

AGRICULTURE

Students electing Agriculture as a first teaching field take as a minimum the following courses: 115, 116, 120, 121, 122, 125, 211, 218, 228, 229, 235, 237, and a choice of 213 or 232. Total: 38 hours.

Students who wish to qualify under the Smith-Hughes Law must have a minimum of 52 semester hours of technical Agriculture. Such students take the following courses: 115, 116, 120, 121, 122, 124, 125, 128, 205, 208, 211, 213, 214, 216, 218, 219, 225, 228, 229, 231, 232, 235, 237, 238, Biology 112, 201, 211, Physical Science 140, 144, 207, and Geography 111. Physical Science 140, Geography 111, and Biology 112 may be substituted for Natural Science Survey 109 and 110.

Because of the large number of courses of technical agriculture required of students in this curriculum, such students are excused from taking Philosophy of Education and History of Civilization. Furthermore, they take Agriculture 237 and 238 instead of educational electives.

Students electing Agriculture as a second teaching field take as a minimum the following courses: 115, 116, 121, 122, 229, 235, and electives in Agriculture. Total: 20 hours. A second field in Agriculture may lead directly to a Smith-Hughes vocational preparation at a later period of study.

101. ELEMENTARY AGRICULTURE—I (2) or II (2)

An orientation in project work, 4-H clubs, agricultural organizations, cooperative marketing, soils, crops, breeds of livestock, feeds, and farm management. For rural school teachers.

115. LIVESTOCK MANAGEMENT—II (3)

Origin, development and improvement of cattle, horses, poultry, sheep and swine; character and form of various farm animals, identification of types and breeds, coupled with judging; management of farm animals. *Prerequisite:* Agriculture 116.

116. LIVESTOCK FEEDING PRINCIPLES—I (3)

Classes of feeds, nutrients, and their functions in the animal body; nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work; choice of feeds and the compounding of rations. *Prerequisite:* Physical Science 140.

120. SOILS LECTURES—II (2)

Origin, formation, and classification of soils; soil treatments and management practices. *Prerequisite:* Geography 111 and Physical Science 144.

121. FIELD CROPS—I (4)

Methods of planting, cultivating and harvesting the common cereal and forage crops; control of fungus diseases, insect pests and weeds; grades, improvement, and judging of grains.

122. SOILS LABORATORY—II (3)

Laboratory practice in texture, acidity, plasticity, shrinkage, and types, in connection with Soils Lectures 120. *Prerequisite:* Geography 111 and Physical Science 144.

124. FORAGE CROPS—II (3)

Production, utilization, and preservation, as hay or silage, of principal forage crops. Production and maintenance of meadows, pastures, and pasture mixtures. *Prerequisite:* Agriculture 121.

125. ORCHARDING—I (2)

Methods of propagating, choosing adaptable varieties, planting, pruning, spraying, cultivating, fertilizing, harvesting, storing and marketing of deciduous fruits. Planning and care of the home orchard emphasized.

126. SMALL FRUIT CULTURE—II (3)

Principles and practices involved in the commercial and home plantings of blackberries, dewberries, raspberries, currants, gooseberries, strawberries, and other small fruits. *Prerequisite:* Agriculture 125.

128. HOME VEGETABLE GARDENING—II (2)

Fundamentals of theories and practices of vegetable growing. Topics include: planning, selecting varieties, planting, transplanting, fertilizing,

cultivating, harvesting, controlling insects and diseases, harvesting and storing of vegetables. Field practices are stressed.

202. HAY AND SEED QUALITY—II (3)

Drying, germination, selection, and storage of seed; certification, distribution, and growing of better seeds; hybrid corn production; grading, judging, and showing grain and hay; inspection, performance and purity tests. *Prerequisite:* Agriculture 124.

205. GENETICS—I (3)

Problems of heredity, variation, and evolution. Though primarily for agricultural and science students, the course may be taken by other students for its rich social values.

208. INTRODUCTION TO AGRICULTURAL EDUCATION—II (2)

A brief history and trends, major objectives, community study, program planning, evaluation, relationships, teacher qualifications, training, and outlook in agricultural education.

211. INTRODUCTORY AGRICULTURAL ECONOMICS—I (3)

Fundamental principles of economics in application to agriculture, agricultural finance, prices, taxation, marketing, and land use.

212. AGRICULTURAL ECONOMICS—II (3)

Present day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

213. FARM MANAGEMENT—I (3)

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

214. MARKETING AGRICULTURAL PRODUCTS—II (3)

Machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing and agricultural credit facilities.

216. FARM ACCOUNTING—II (3)

The application of accounting principles and forms to the farm business. Attention given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining livestock and crop production costs.

218. ELEMENTARY DAIRYING—I (3)

Operation of the Babcock machine; testing, feeding, and management of herds; testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria casein, and adulterants.

219. ECONOMIC DAIRY PROBLEMS—II (2)

Clean milk production; common dairy farm processing methods; sales methods, records, business methods; inspection, grading and judging of commercial products. *Prerequisite:* Agriculture 218.

220. DAIRY CATTLE BREEDING—II (3)

Dairy herd improvement through breeding methods. Includes equipment, labor, management for purebred business, prominent breed families, popular blood lines, and pedigrees. *Prerequisite:* Agriculture 218.

225. PORK PRODUCTION—I (3)

Selection of breeds; care and management of breeding herd; care and feeding of growing and fattening pigs; McLean County Hog Sanitation Program; and principles of selecting and judging swine for breeding and marketing. *Prerequisite:* Agriculture 115.

227. BEEF PRODUCTION—II (3)

Beef cattle industry; care and management of the breeding herd; care and feeding of fattening cattle; buildings and equipment; and the fitting of cattle for show and sale.

228. POULTRY MANAGEMENT—II (4)

Selection of building site, housing, fixtures for poultry houses; choosing of breeds; management, feeding and improvement of laying and breeding flock; selection, care and incubation of eggs; brooding and growing chicks; marketing of products.

229. LIVESTOCK JUDGING—I (2)

Fundamentals of livestock judging and its relation to production, marketing, and showing; individual scoring and comparative judging show-ring practices, judging contests; and breed and variety characters. *Prerequisite:* Agriculture 115.

230. FARM MEATS—II (2)

Farm butchering, cutting, care and curing of meats; judging of meats; correlation of conformation and finish of live animal to the quality of dressed carcass; nutritive value, economy, selection and utilization of different cuts.

231. GAS ENGINES AND TRACTORS—II (3)

Construction and operation theories of engines, ignition, timing, carburetors, fuels, lubrication, and adjustments for farm use.

232. FIELD MACHINERY—II (3)

Repair and the adjustment of the farm machines used for seeding, tillage, and harvesting; buying of the proper machinery; care and management, and construction and design of implements.

233. POULTRY BREEDING, JUDGING, AND EXHIBITING—I (3)

Genetic principles involved in poultry breeding, such as transmission of egg production, broodiness, egg shell and feather color; breeds and types of standard bred poultry; judging; and preparation of poultry for show purposes. A small poultry show will be conducted by the class. *Prerequisite:* Agriculture 228.

235. FARM SHOP WORK—I (3)

Farm shop organization and methods of teaching. Use and selection of tools for the performance of farm shop jobs. Practical jobs to develop

skill suited to the needs of rural communities. For teachers of agriculture and general shop work in rural high schools.

236. FARM BUILDINGS—I (3)

Design of farm structures with regard to materials, economy, conveniences, sanitation, appearance, and cost.

237. AGRICULTURAL METHOD—I (3)

A practical analysis of the instructional problems involved in the teaching of agriculture in rural schools and in the non-vocational and vocational high schools. *Prerequisite*: Agriculture 208.

238. EVENING AND PART-TIME SCHOOLS—II (3)

The work of the teacher of agriculture in extension activities. Methods and subject matter in evening and part-time classes, as well as other extension services in vocational agriculture.

ART

Students electing Art as a first teaching field take as a minimum the following courses: 102, 107, 111, 112, 113, 114, 202, 211, 224, 237, 238, and electives in Art. Total: 35 hours.

Students electing Art as a second teaching field take as a minimum the following courses: 107, 111, 112, 113, 114, 202, 211, and electives in Art. Total: 22 hours.

101. ART FUNDAMENTALS—I (2)

To be taken concurrently with Art Appreciation. For description of course see Art 111. For students in the elementary curriculum.

102. ART PROCESSES—I (2) or II (2)

Designing and making various art products, such as blockprinting, weaving, and puppetry, with emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. Consideration of related industrial and vocational phases. *Prerequisite*: Art 101 or 111.

107. ART APPRECIATION—I (1) or II (1)

The art elements and principles as exemplified in the major and minor arts and in relation to the needs of the students.

111. ART FUNDAMENTALS—I (3)

Practice in the use of fundamental art elements and principles in creative problems applied to every day living in the home, school, and community. Emphasis upon the total work of art rather than upon media or technique.

112. ART FUNDAMENTALS—II (3)

A continuation of the experience of making practical use of art principles through such problems as room arrangement, selection of costume, bulletin boards and flower arrangement. *Prerequisite*: Art 101 or 111.

113. MODELING—I (3)

The anatomy and design of the human figure through work in plastic media from the actual model as well as experience in sculpture. Includes

special lectures on anatomy by the biological science department. *Prerequisite:* Art 112.

114. FIGURE DRAWING—II (3)

Study in graphic media of the appearance and articulation of skeletal and muscular structure of the human body and its use in composition. *Prerequisite:* Art 113.

117. LETTERING—I (3)

Practical experience in the use of the most important alphabets, supplemented by study of the historical development of letter forms and the modern commercial processes of reproducing them. *Prerequisite:* Art 101 or 111.

124. METAL CRAFTS—II (2)

Experience in designing and working with various metals, such as brass, copper, and silver, with emphasis upon appreciation, criteria for the consumer, industrial relationships, and vocational possibilities. *Prerequisite:* Art 101 or 111.

127. POTTERY—I (2)

Designing, making, glazing, and firing of pottery, accompanied by a study of the differences in earthenware, stoneware, and porcelain. Formulation of criteria for appraisal of various types of pottery. *Prerequisite:* Art 101 or 111.

201. ADVANCED ART—I (3)

Additional experiences in creative problems particularly adapted to the elementary curriculum. *Prerequisite:* Art 112.

202. ART EDUCATION—II (3)

The principles underlying art education in the elementary and secondary schools through observation and planning of art work as an integral part of the experiences of the child at various levels. *Prerequisite:* Art 112.

211. ADVANCED DESIGN—I (2)

Creative use of design principles in such problems as posters, murals, textile decoration, with emphasis upon functionality. *Prerequisite:* Art 112.

212. COSTUME DESIGN—II (2)

An analysis of the characteristics of the individual and his environment as a basis for creative designing of his wardrobe. *Prerequisite:* Art 114.

223. HOME PLANNING—I (3)

Application of art principles to the home, including plan and construction, interior planning, and landscape gardening. *Prerequisite:* Art 112.

224. ART HISTORY—II (3)

A survey of art with emphasis upon an analysis of the developmental forces behind the various movements and the evolution of modern art.

233. WATER COLOR—II (3)

Creative interpretation and design with water color. *Prerequisite:* Art 112.

235. ILLUSTRATION—I (2)

The techniques and media of illustration required in the commercial field with reference to problems of reproduction. *Prerequisite*: Art 114.

236. OIL PAINTING—I (3)

Experience with oil paints as a medium of creative expression. *Prerequisite*: Art 112.

237 and 238. STUDIO—I (2) or (3) and II (2) or (3)

Individual creative problems chosen by the student. *Prerequisite*: Senior standing.

BIOLOGICAL SCIENCE

Students electing Biological Science as a first teaching field take as a minimum the following courses: 111, 112, 121, 122, 131, 132, and electives in Biological Science. Total: 37 hours.

Students electing Biological Science as a second teaching field take as a minimum the following courses: 111, 112, and (121, 122) or (131, 132) and electives in Biological Science. Total: 20 hours.

Students taking Biological Science as a teaching field take one semester of general chemistry and one of general physics in their freshman year. They are not required to take Natural Science Survey 109 and 110.

105. HYGIENE—I (3) or II (3)

The factors actually determining health with special consideration given to the principles and practices of health promotion. Based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community.

109. NATURAL SCIENCE SURVEY—I (4)

Given jointly by the departments of biological science, geography, and physical science. An appreciation of the values in the biological, earth and physical sciences in relation to the development of civilization and for everyday living.

110. NATURAL SCIENCE SURVEY—II (4)

A continuation of 109. Students who have had Biological Science 110 may not take Natural Science Survey 109 or 110 for credit.

111. GENERAL BIOLOGICAL SCIENCE—I (3)

A course in biological science, developing into a study of comparative physiology. As much of the anatomy and physiology of animals is taught in relationship to the human body as time permits. It is basic for all further courses in biology.

112. GENERAL BIOLOGICAL SCIENCE—II (3)

The scope of botany, together with its economic applications and its position in the field of education, is outlined. Deals with the fundamental principles essential to a study of the structure, functions, and classification of seed plants. The experimental phases of the work are concerned with life processes common to both plants and animals. *Prerequisite*: Biological Science 111.

117. HOME NURSING—I (2)

Theory and procedures to help potential homemakers meet personal and family health problems in their own homes. Covers the standard Red Cross course in Home Nursing and is taught by a Registered Nurse. Red Cross certificates are issued to all who satisfactorily complete this course. Students who have had Home Economics 212 may not take this course for credit.

121. COMPARATIVE ZOOLOGY—I (3)

Representative animals of the invertebrate group with particular emphasis upon protozoology and parasitology to meet present day needs. *Prerequisite:* Biological Science 111.

122. COMPARATIVE ZOOLOGY—II (3)

The work done in 121 continues into a thorough study of representative forms of the Phylum Chordata. The phylogenetic method of procedure is supplemented by embryological studies. *Prerequisite:* Biological Science 121.

131. COMPARATIVE BOTANY—I (3)

Largely a morphological and taxonomic study of the Thallophytes and Bryophytes used to interpret broad principles of plant life. *Prerequisite:* Biological Science 112.

132. COMPARATIVE BOTANY—II (3)

A study of the external form and internal structure of the vascular plants in which groups phylogenetic relationships are traced. Develops into a field course, in which facility in the ready identification of plants by means of keys and manuals as well as some comprehension of the ecological factors governing the distribution of plants are outcomes of the term's work. *Prerequisite:* Biological Science 131.

201 and 202. ENTOMOLOGY—I (3) and II (2)

Analysis of the structures by means of which insects are identified and classified. Damage to farm crops and animals is stressed and special attention is given to insects affecting man and his habitations. Recommended for those seeking enrollment in the Navy Hospital Corps and in the Army Medical or Sanitary Corps as well as for women wishing to serve as laboratory technicians. *Prerequisite:* Biological Science 111.

206. FIELD ZOOLOGY—II (3)

Birds, fish, reptiles, amphibians, and predatory as well as game animals are studied in the field. Such parasites of these animals as are harmful to man are also considered. Conservation is a component part of the course. *Prerequisite:* Biological Science 111.

211. INTRODUCTORY BACTERIOLOGY—I (3) or II (3)

Yeasts, fungi, and bacteria are studied in relation to human welfare. To meet the needs of students in agriculture, home economics, health-sanitation, and science in general. *Prerequisite:* A laboratory course in Biological Science.

212. GENERAL BACTERIOLOGY—II (2)

A continuation of Introductory Bacteriology. Designed for those students who need more specific information in regard to bacteriological methods of

procedure and applications than is contained in the first course in bacteriology. *Prerequisite:* Biological Science 211.

214. PLANT PATHOLOGY—II (3)

A study of those types of plant disease caused by bacteria and fungi. *Prerequisite:* Biological Science 112.

215. PLANT PHYSIOLOGY—I (2)

Plant physiology as it concerns the reactions of plants to natural factors in their environment and their further response under the hand of man. *Prerequisite:* Biological Science 112.

219 and 220. NATURAL SCIENCE—I (3) and II (2)

An integrated course in the natural sciences especially designed to meet the professional needs of teachers in the elementary schools.

221. ADVANCED NATURAL SCIENCE—I (3)

The influences which certain conspicuous features of the natural environment have upon plant and animal life. While the approach is largely that of the naturalist and conservationist, it is realized that the processing of products of the field and farm at centers of industry involves a chain of scientific processes which must be taken into consideration for a full understanding of modern life. The course aims to foster creative effort in the teaching and supervision of science in the elementary and junior high school. *Prerequisite:* Biological Science 101 and 102, or 110 and 111.

222. APPLIED NATURE STUDY—II (3)

Development of scientific leadership on the part of the teacher, and self-reliance in a more critical study of phases of the natural environment such as constellations and plant and animal groups, as well as recognition of the significance of the immediate physical factors in such studies with a view toward their use in the more social aspects of science, namely, in boy and girl scouting, in garden clubs, in nature study organizations, in civic improvement, and in the cultivation of wholesome activities. The assembly of collections and the care of museum material naturally receive attention. *Prerequisite:* Biological Science 221.

232. METHODS AND MATERIALS IN HIGH SCHOOL BIOLOGICAL SCIENCE—II (3)

The selection and organization of subject matter for high school courses, including methods of laboratory and classroom instruction, collection and preservation of laboratory and museum materials, position of biological science in the health program of the school, and general current problems of science teaching. *Prerequisite:* Biological Science 122 or 132.

238. SCHOOL HEALTH—I (2) or II (2)

The teaching and supervision of school health in the grades and the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum to the health program of the school is considered. Same as former course 108. *Prerequisite:* Biological Science 105.

240. MODERN HEALTH PROBLEMS AND PROCEDURES—I (3)

The interpretation of personal health and group health problems. The course is particularly designed to acquaint teachers in service with recent developments in the field of health. Qualified students will find time to devote to problems of their own choosing in connection with new procedures in relation to war emergency needs. *Prerequisite:* Biological Science 238.

250. THE HUMAN BODY—MORPHOLOGY, FUNCTION AND BEHAVIOR—I (3)
or II (3)

A laboratory and lecture course for those who need information based directly upon the study of the human body. Attention is given to an understanding of human behavior as explained by studies in endocrinology and neurology. Especially recommended for physical education students and those seeking enrollment in the medical departments of the Army and Navy. *Prerequisite:* Biological Science 122 or Health and Physical Education 118.

251. THE HUMAN BODY—MORPHOLOGY, FUNCTION AND BEHAVIOR—II (2)

A continuation of 250. *Prerequisite:* Biological Science 250.

BUSINESS EDUCATION

Students electing Business Education as a first teaching field take as a minimum, one of the following sequences:

Secretarial Science: 111, four hours in typewriting to be chosen from 112, 113, 114, and 116, 115, 122, 123, 124, 131, 132, 211, 212, and electives in Business Education. Total: 32 hours.

Accounting and Law: 111, 117, 131, 132, 231, 232, 241, 242, 252, 253, 254, 255 or 256. Total: 35 hours.

Students electing Business Education as a second teaching field take as a minimum, one of the following sequences:

Secretarial Science: 112, 113, 114, 116, 122, 123, 124, 212. Total: 20 hours.

Accounting and Law: 117, 131, 132, 231, 232, 241, 242. Total: 21 hours.

General Business: 111, 131, 132, 252, 253, 254, 256. Total: 20 hours.

Distributive Business: 111, 117, 252, 253, 254, 255, Psychology 211. Total: 19 hours.

NOTE: Students entering with some preparation in typewriting and shorthand in high school or private school may modify the sequences in secretarial science under advisement.

111. ELEMENTS OF BUSINESS—I (3)

Business behavior and business practices and the basic fundamentals of business operation such as: borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities. The object is to orient the student to business thinking.

112. TYPEWRITING—II (2)

Designed to give a knowledge of the machine and ability to type smoothly, accurately, and continuously for ten minutes on straight copy.

113. TYPEWRITING—I (2) or II (2)

The objective is to develop individual skills in operation to a minimum attainment of thirty-five words per minute on a varied selection of material. Instructional methods are included. *Prerequisite:* Business Education 112 or one year of high school typewriting.

114. TYPEWRITING—I (2) or II (2)

At the end of the course the student must submit three ten-minute tests with a net rate of at least fifty words per minute. Reasonable skill in setting up all forms of letters, in typing legal and business documents, in tabulation, and in cutting stencils is also required. *Prerequisite:* Business Education 113 or two years of high school typewriting.

115. BUSINESS ENGLISH—I (2)

Fundamental principles that govern the several kinds of business letters and practical methods of handling the more typical situations. The course is a combined study of the business letter and practical English.

116. TYPEWRITING—I (2) or II (2)

Advanced correspondence, dictation, legal and business documents. Methods will be included. *Prerequisite:* Business Education 114 or two years of high school typewriting.

117. BUSINESS MATHEMATICS—I (3) or II (3)

A background course in business education providing training for those preparing to teach commercial arithmetic in high schools. Problem material: fundamental business calculations, financial statements and analysis, and the mathematics of merchandising.

122. SHORTHAND—II (3)

Six chapters in the *Gregg Manual* with reading of corresponding chapters in other shorthand books. Writing by sound, construction of outlines according to principle, good writing technique, and ability to write from dictation are taught through daily drills, sentence dictation, and much reading of shorthand.

123. SHORTHAND—I (3) or II (3)

Completion of the *Manual* and the reading text, continuation of dictation and vocabulary building and introduction of transcription. Dictation speed at seventy or eighty words per minute is expected, with sixty as a minimum requirement on a five-minute test. *Prerequisite:* Business Education 122 or one year of high school shorthand.

124. SHORTHAND—I (3) or II (3)

A dictation and transcription course with emphasis on letter setup, principles of business English, and development of transcription speed and ability. One hundred words per minute for five minutes is expected, with eighty the minimum requirement. *Prerequisite:* Business Education 123 or two years of high school shorthand.

131. ACCOUNTING—I (3)

Leads to a study of business records in single proprietorship and in partnership. Covers operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Includes practice with

controlling accounts, columnar journals, adjusting and closing books, and the work sheet.

132. ACCOUNTING—II (3)

Corporation accounting which leads to a consideration of cost accounting elements and the preparation of manufacturing statements. Interpretation of simple financial statements. Problem material is used to give the student sufficient opportunity for practice in accounting usage. *Prerequisite:* Business Education 131.

211. ADVANCED OFFICE PRACTICE—I (2)

Designed to give the student practice in assuming various office duties, in supervising office routine, in securing a measure of skill on the various office machines currently in business use. Open only to students electing secretarial science as a first teaching field. *Prerequisite:* Business Education 114 or 116 or six semester hours of typewriting.

212. METHODS AND MATERIALS IN SHORTHAND—I (3) or II (3)

Last of sequence in shorthand courses. Required for those with degrees who wish to qualify for teaching by the proficiency test method, which includes ability to take dictation at one hundred words per minute and transcription at thirty-five words per minute by the end of the course. *Prerequisite:* Business Education 122, 123, and 124; or six semester hours of shorthand; or three semester hours of shorthand, plus two years of acceptable high school shorthand or the equivalent in a private business school; or a degree and a knowledge of the fundamentals of shorthand with ability to write at least sixty words per minute.

213. METHODS AND MATERIALS IN TYPEWRITING—Summer only (3)

Methods and materials to be used for teaching typewriting and the psychology behind the teaching and learning of the subject. Required for teachers with degrees who wish to qualify by the proficiency test method, which includes speed at the rate of forty-five words per minute for fifteen minutes by the end of the course. *Prerequisite:* Five semester hours in Business Education 112, 113, and 114; or three semester hours of typewriting, plus two years of acceptable high school typewriting, or the equivalent in a private business school; or a degree and ability to pass a proficiency test upon completion of the course.

231. ACCOUNTING—I (3)

Revenue records affecting all types of business ownership. General accounting theory as applied to corporations, with special emphasis on concrete problems in manufacturing enterprises. Techniques of bookkeeping instruction are included. *Prerequisite:* Business Education 132.

232. ACCOUNTING—II (3)

Accounting for special types of business, together with a review of general accounting theory. A general survey of accounting for social security, system and auditing, and the relation of accounting to income taxation. *Prerequisite:* Business Education 231.

241. BUSINESS LAW—I (3)

Includes consideration of material and cases of bailments and sales of goods, with emphasis upon contracts.

242. BUSINESS LAW—II (3)

Negotiable instruments, installment sales, insurance, loans and discounts, partnerships and other business associations, property, social legislation, and some treatment of the tax laws as they affect business management. *Prerequisite:* Business Education 241.

252. ECONOMICS OF BUSINESS—II (3)

The purpose of the course is to adjust economic theory to intelligent business administration. Attention is given to practical application of economics in distribution with special reference to questions of transportation, risk, money, credit, and markets.

253. BUSINESS ORGANIZATION AND MANAGEMENT—I (3)

The corporation and other forms of business enterprise, methods of organization, internal operating policies, and case material in management. *Prerequisite:* Business Education 252.

254. ADVERTISING AND SALESMANSHIP—II (2)

Practical problems of distribution of goods and consumer demand. Applied principles of selling, both through publicity channels and through direct personal approach. Some selling practice is attempted and personnel development methods are used. *Prerequisite:* Business Education 252.

255. MARKETING—I (3)

Objectives of this course are: to acquaint the student with the formation and functions of a market and the methods used in business to organize and control the distribution of goods; and the study and application of the business problem of managing the sales activity. *Prerequisite:* Business Education 252.

256. BUSINESS FINANCE—II (3)

Credit and financial controls, analyses of financial statements, the function of banking as a business, the interpretation of the security markets, and the internal management of the finance function. *Prerequisite:* Business Education 252.

EDUCATION

Courses in Education and Psychology are required of all students, except those specifically enrolled as special tuition students. The course offerings in Psychology and Philosophy are listed on pages 101. The courses in Education follow immediately. The courses required in the Four-Year Curriculum for Elementary School Teachers are found on page 49, and those in the Four-Year Curriculum for Secondary School Teachers on page 51. The courses listed under Library on page 89 may be used as general electives, or as electives in Education.

The total in Education and Psychology, including student teaching, must not exceed thirty-two hours, except in the case of experienced teachers who are graduates of former two-year curricula and are working toward a bachelor's degree in Elementary Education. These students may extend the total to a maximum of thirty-eight hours. Persons not working toward a degree are, of course, free to select as many Education and Psychology courses as desired.

In the case of the mature student with teaching experience exceptions in prerequisites for certain courses may be made at the discretion of the Dean of the University.

107. READING METHODS—I (3) or II (3)

The reading needs of children from kindergarten through eighth grade; uses of various types of reading materials to develop desirable attitudes and good reading study habits; ways to measure progress in reading. *Prerequisite:* Education 108.

108. CHILD GROWTH AND DEVELOPMENT—II (3)

The physical, mental, emotional and social growth and development of children, and of the influence of home and school environment upon this growth. Based upon much observation of children from infancy through adolescence. Students who have had 102 may not take this course for credit. *Prerequisite:* Education 109 and 110.

109 and 110. OBSERVATION AND READING—I (1) and II (1)

The activities of children and youth in a wide variety of situations; a discovery of teaching problems through observation, reading, discussion and some participation, providing professional background for the student's entire college preparation for teaching; the use of reading at the adult level.

121. READING CLINIC—Summer only (1)

Basic reading problems presented by a guest instructor and regular staff members. An intensive course for one week.

122. PARENT-TEACHER ASSOCIATION CLINIC—Summer only (1)

The purpose, program, and organization of parent-teacher work, taught in cooperation with the Illinois Congress of Parents and Teachers. An intensive course for one week.

131. SUMMER WORKSHOP—Summer only (3) or (6)

Especially for those teachers: who are revising their courses of study in the light of war needs; who have recently returned to teaching and wish to refresh themselves in regard to subject-matter background or become acquainted with new developments in their fields; and who desire guidance in meeting special problems arising in such areas as reading, guidance, adjusting school activities to slow learners, selecting curriculum materials, youth and youth problems, and selection and use of audio-visual aids. Workshop divisions: elementary education, rural education, secondary education, and social studies. *Prerequisite:* Teaching experience.

201. THE JUNIOR HIGH SCHOOL—I (2)

The origin, history, psychological basis, functions, program of studies, subject content, methods, organization, and administration of the junior high school. *Prerequisite:* Psychology 115.

202. CHARACTER EDUCATION—II (2)

The forces and factors which determine character, together with suggestions concerning the contributions which the school can make through its organization, curricular content, and methodology toward improving the character of its students. *Prerequisite:* Education 211.

203. INTRODUCTION TO PHILOSOPHY OF EDUCATION—I (3) or II (3)

Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. *Prerequisite:* Completion of all other required education courses, and senior year standing.

204. SCHOOL AND COMMUNITY RELATIONS—I (2) or II (2)

The techniques of securing a position, teacher-supervisor relationships, participation in community affairs, ethics for teachers, professional organizations, parent-teacher associations, state and federal departments of education, and teaching as a service profession. *Prerequisite:* Education 211.

206. RURAL EDUCATIONAL INSTITUTIONS AND LEADERSHIP—II (3)

Rural educational sociology and leadership, stressing the educational institutions and agencies such as the home, the school, the church, the Grange, the farm and home bureaus, the 4-H clubs, the newspaper, the drama, and the festivals, with special attention to leadership technique. Rural social and economic changes receive attention. *Prerequisite:* Education 211.

207. HISTORY OF AMERICAN EDUCATION—I (3)

An understanding of the origin and development of educational systems and educative processes in order to qualify for more intelligent, appreciative and progressive participation in present-day education and life. A comparative view of contemporary education in other countries. *Prerequisite:* Psychology 115.

208. ELEMENTARY SCHOOL TESTS AND MEASUREMENTS—II (2)

Methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests. Special emphasis on achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. *Prerequisite:* Education 211.

210. STUDENT TEACHING—Secondary, I (4) and II (4); Elementary, I (8) or II (8)

Observation of the growth and development of pupils and of the work of an expert teacher; instruction of individual pupils and small groups of children; participation in school activities, culminating in taking full responsibility of the pupil group. Required of all students before graduation. Assignments are made to the elementary or high schools, depending on the student's area of preparation. *Prerequisite:* At least one semester of residence at Illinois State Normal University, senior classification, satisfactory preparation in subject-matter fields and professional courses, and the approval of the Director of Student Teaching.

211. AMERICAN PUBLIC EDUCATION—I (3) or II (3)

Special emphasis on the American public school system. Includes organization of American public education, levels of education, personnel in public education, provisions for materials and environment, issues in American public education. *Prerequisite:* Psychology 115 .

213. DIAGNOSTIC AND REMEDIAL INSTRUCTION—I (2) or II (2)

Diagnosis of pupil difficulty, preparation of appropriate remedial procedures, and evaluation of effectiveness of remedial work; remedial instruction in the

training school; case study of a pupil selected either from the student's teaching group or from the training school. *Prerequisite:* Education 211.

219. ADVANCED READING CLINIC—Summer only (1)

Problems in remedial reading as presented by a guest instructor and regular staff members. Demonstrations of new and special equipment in connection with remedial work. An intensive course for one week. *Prerequisite:* Education 107 or 121.

220. HIGH SCHOOL PROBLEMS—I (3) or II (3)

Extra-instructional problems of the secondary school teacher as determined by the nature of the adolescent and by the demands of society. Includes guidance and counseling, curriculum, extracurricular activities, behavior problems, individual differences, marking systems, keeping of records, schedule making, and provisions for healthful environment. *Prerequisite:* Education 211.

221. HIGH SCHOOL TESTS AND MEASUREMENTS—I (2) or II (2)

Achievement and intelligence tests in the secondary school. Particular emphasis upon the achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. *Prerequisite:* Education 211.

222. GENERAL METHOD—I (3) or II (3)

The basic principles and techniques of teaching in secondary schools: learning goals, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, methods of teaching, and evaluating the results of instruction. *Prerequisite:* Education 220.

223. SECONDARY SCHOOL READING—Summer only (3)

Both developmental and remedial aspects of high school reading for senior and junior high school teachers, supervisors, and administrators; the identification and development of reading skills and techniques; procedures helping in vocabulary building, comprehension and interpretation, and adaptation of rate to purposes of reading; special consideration to reading problems in the content subject fields, in reading interests and tastes, in securing practice materials, and administrative problems. *Prerequisite:* Education 211.

224. EXTRACURRICULAR ACTIVITIES IN SECONDARY SCHOOLS—I (2)

Survey of the so-called extracurricular activities in secondary schools. Types of activities, aims and values, practices in organization, administration, and supervision of these activities. *Prerequisite:* Psychology 115.

227. GUIDANCE—I (2)

The aims, needs, development, and present status of guidance in the secondary school; individual capacities and personal factors; the exploration of special abilities and interests; the giving of information in making vocational choices; the role of the classroom teacher with respect to the guidance function of the secondary school. *Prerequisite:* Education 211.

230. SECONDARY SCHOOL CURRICULUM—I (3) or II (3)

Revisions and reconstructions in secondary school curricula; educational objectives as criteria for the selection of the material; different types of instructional units; evaluation of textbooks and other forms of curriculum materials. *Prerequisite:* Psychology 115.

231. PUPIL ACTIVITIES IN THE ELEMENTARY SCHOOL—Summer only (3)

Evaluation of the varied activities in the modern elementary school curriculum. Planned to help teachers to select and organize curriculum materials in units. Observation and discussion of such units in progress in the training school. Primarily for teachers who wish to study recent developments in elementary education. *Prerequisite:* Education 211.

232. EARLY CHILDHOOD EDUCATION—II (3)

Nursery-kindergarten-primary education as an integral part of the elementary school; the physical plant, equipment, organization, curriculum and methods of evaluation consistent with growth needs of young children; child-care centers to meet present community needs; parent education. *Prerequisite:* Education 211.

233. MIDDLE GRADE EDUCATION—II (3)

Methods and materials in intermediate grades; instructional problems planned especially for teachers of the middle grades; the selection, organization, and use of curriculum materials; the program of activities, pupil appraisal. *Prerequisite:* Education 211.

234. UPPER GRADE EDUCATION—II (3)

Problems in adapting school experiences to the special needs and interests of young adolescents in various types of school organization: grade teacher, departmental, and junior high school. *Prerequisite:* Education 211.

235. RURAL EDUCATION—II (3)

Duties of rural teachers, especially those of one, two, and three teacher schools; the rural social background; the daily-weekly schedule of teaching-learning activities; good housekeeping, equipment, records, and reports; school organization, social control and administration; community leadership. Students who have had 105 may not take this course for credit. *Prerequisite:* Education 211.

236. CLASSROOM PROBLEMS—I (3)

The fundamental principles of child interest and need, and of group living, as these principles underly classroom organization, teaching procedures and curriculum activities; observation of and participation in solving problems such as group control, the use of records and reports, the selection of teaching materials and the evaluation of instruction. *Prerequisite:* Education 211.

240. AUDIO-VISUAL EDUCATION—II (3)

Theory, materials, and methodology of audio-visual aids; the results of the experimental researches in audio and visual instruction; criteria for evaluating and selecting materials; sources and care of materials; methods of using radio and visual aids in the classroom; technique in photography; the making of slides and film strips; and practice in operating all types of audio-visual equipment. *Prerequisite:* Education 222 or 236.

250. CURRENT TRENDS IN EDUCATION—Summer only (1) or (2) or (3)

New trends and movements in education as revealed by changes in materials of instruction; methods of teaching and learning; pupil behavior, control and administration of schools, state and federal activities in education, and developments in teacher education. *Prerequisite:* Education 211.

260. ADMINISTRATION OF SMALL SCHOOLS—I (3)

The organization of the public school; work of the principal; school plant; staff; organization of the curricula; administration of guidance and extracurricular activities; records and reports, public relations; improvement of instruction; administration of pupil personnel. *Prerequisite:* Education 211.

261. BEHAVIOR PROBLEMS OF THE ELEMENTARY SCHOOL—Summer only (3)

The diagnosis and treatment of difficult children: typical problems in behavior, factors in maladjustment, and discipline. Opportunity for intensive study of a special behavior problem. *Prerequisite:* Psychology 115 or Education 108.

262. EDUCATION OF EXCEPTIONAL CHILDREN—Summer only (3)

The education of physically handicapped and mentally exceptional children, such as the blind, crippled, deaf, delicate, mentally subnormal; provision for such children through institutions and other agencies; preventive measures possible in the public school, materials and equipment needed, and methods of instruction. *Prerequisite:* Psychology 115 or Education 108 or teaching experience.

263. UNITARY PROCEDURE IN TEACHING AND LEARNING—Summer only (1) or (2) or (3)

Specific treatment of the unit organization of subject matter, materials, and activities; the unit method of teaching; various related phases of educational procedure. This course may not be taken for credit by any student who has credit in 105, 106, 235, or 236. *Prerequisite:* Education 211.

264. SCHOOL LAW—Summer only (3)

The common school laws of the United States, with particular attention to those of Illinois; an attempt to trace the historical development of important legislation to discover changes in attitude and also present trends; brief consideration of measures which have been recently proposed but not enacted into law. *Prerequisite:* Education 211.

268. YOUTH AND ADULT EDUCATION—Summer only (3)

A series of units dealing with education for out-of-school youth and for adult education. Specific youth educational facilities considered: Civilian Conservation Corps, National Youth Administration, Vocational Guidance, Defense Program, and Camping Youth Hostels. Areas of adult learning discussed: literacy education, Americanization forums, town meeting of the air, church nights, and activities of Works Progress Administration. *Prerequisite:* Education 211.

293. SUMMER WORKSHOP—Summer only (3) or (6)

Same as 131 except for senior college students, who will be expected to do a more advanced type of work than those working at the junior college level. *Prerequisite:* Teaching experience.

ENGLISH

Students electing English as a first teaching field take as a minimum the following courses in addition to six hours of freshman English: 211 and 212 or 121, 213 and 214 or 122, 131 or 132 (preferably both), 105 or 275, 276, 277, and electives in English. Total: 38 hours.

Students electing English as a second teaching field take as a minimum the following courses in addition to the freshman English: 121 or 122 (preferably both), 131 or 132 (preferably both), 105 or 275, 276, 277, and electives in English. Total: 22 hours.

Prerequisite to all courses numbered 130 and above: 6 semester hours of freshman English.

105. FUNCTIONAL ENGLISH GRAMMAR—I (2) or II (2)

The principles of sentence structure and the nature of the parts of speech. Primarily for students who intend to teach in rural schools or in the intermediate or upper grades.

110. ENGLISH LANGUAGE AND COMPOSITION—I (3) or II (3)

The principles underlying accepted usage in diction, sentence structure, and punctuation. Required of all students except those whose entrance examination in English shows superior training.

111. COMPOSITION BASED ON READING—I (3) or II (3)

The principles of composition with frequent practice in writing, including one long expository paper based on reading. The work in composition is paralleled by readings in the modern essay, biography, fiction, and drama. *Prerequisite:* English 110 or exemption.

112. INTRODUCTION TO LITERATURE—I (3) or II (3)

Wide reading in contemporary literature to develop breadth of appreciation. Practice in the writing of criticism and other literary forms. Required to complete six hours of freshman English of all who were exempt from 110. Open as an elective to others. *Prerequisite:* English 111.

121. SURVEY OF ENGLISH LITERATURE—I (3) or II (3)

English Literature from its beginnings through the eighteenth century. Aims to give the student a cultural approach to representative writers of Anglo-Saxon, Middle English, Renaissance, Restoration, and Eighteenth Century England.

122. SURVEY OF ENGLISH LITERATURE—I (3) or II (3)

English literature of the Romantic, Victorian, and later periods.

131. AMERICAN LITERATURE—I (3) or II (3)

American literature from its beginnings to 1860, with emphasis on transcendentalism, romanticism, and early realism.

132. AMERICAN LITERATURE—II (3)

American literature since the Civil War, with special reference to the rise of realism, the revolt in poetry, the experimental drama, regionalism, and the social outlook.

161. ADVANCED WRITING—I (2) or II (2)

The structure and methods of detailed exposition. Emphasis on the methods and standards of investigation, on organization of subject matter, and on the principles governing connected discourse.

165. JOURNALISM—I (3) or II (3)

The principles of newspaper writing, with attention to news values, propaganda, censorship, and publicity. Straight news, interviews, speech stories, sports and feature writing are stressed. Practice as reporters on the *Vidette* staff.

166. JOURNALISM—II (3)

A continuation of 165, with special emphasis on the problems of editing and management. College, daily, and other newspapers are studied. Each student does laboratory work on the *Vidette* staff. *Prerequisite*: English 165.

201. FOLK LITERATURE FOR CHILDREN—I (3)

Fairy and folk tales, myths, legends, fables, nursery rhymes, and ballads suitable for children.

202. MODERN LITERATURE FOR CHILDREN—II (3)

European and American prose and poetry for children written before 1930, with some emphasis upon the illustration of children's books of the nineteenth and early twentieth centuries.

211. ENGLISH LITERATURE TO 1600—I (3)

Anglo-Saxon poetry, stressing *Beowulf*; Middle English literature, with emphasis upon the poetry of Chaucer; contributions of major writers of the English Renaissance, except Shakespeare, to new literary forms.

212. ENGLISH LITERATURE 1600-1780—II (3)

Development of English literature, exclusive of the novel, during the seventeenth and eighteenth centuries, with emphasis upon Milton, Dryden, Swift, Pope, Gray, Cowper, Burns, and Johnson.

213. ENGLISH LITERATURE 1780-1830—I (3)

Social and literary tendencies of the major English writers of the Romantic Period, with chief emphasis on Wordsworth, Coleridge, Byron, Shelley, and Keats.

214. ENGLISH LITERATURE 1830-1900—II (3)

Literature of the Victorian Period with some reference to social, political, and scientific trends. Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites. Some attention to the chief prose writers of the period.

215. ENGLISH LITERATURE SINCE 1900—I (3)

Literary movements of diverse nature as reflected in the reactions of major poets and prose writers to currents of thought in the twentieth century.

216. MILTON—II (2)

Chief prose works, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

219. SHAKESPEARE—I (3) or II (3)

Representative comedies, history plays, and tragedies studied in chronological order. Attention to the period of Shakespeare and to the development of his technique.

233. CREATIVE WRITING—II (2)

Writers of the short story and familiar essay as models, with special emphasis on contemporary writers; creative work in these types of writing.

241. THE ESSAY—I (2)

The most representative essayists, with special emphasis on the social, economic, political, philosophical, and religious problems confronting them and on their attempts at solution of those problems.

242. ENGLISH DRAMA TO 1700—I (2)

The mystery and morality plays, dramas by the major contemporaries of Shakespeare, and Restoration drama.

243. ENGLISH DRAMA SINCE 1700—II (2)

Drama of the eighteenth and nineteenth centuries, with special emphasis on Browning.

244. THE NOVEL—I (2)

An historical approach to the English novel, with emphasis upon the nineteenth and twentieth centuries.

250. WORLD LITERATURE OF ANCIENT TIMES—I (3)

Ancient Greek, Roman, and Hebrew literature in translation. Selected masterpieces are read for an appreciation of the classical and the Old Testament contributions to modern culture. Extended attention to Plato's *Republic* and to the Greek dramatists.

251. WORLD LITERATURE OF MEDIEVAL AND MODERN TIMES—II (3)

European literature since the Middle Ages. Medieval and renaissance ideals of life and literature contrasted through selections from Dante, Cellini, Montaigne, and Cervantes. Consideration to the ideals of neo-classicism and romanticism in Racine, Moliere, Rousseau, Voltaire, and Goethe.

252. CONTINENTAL EUROPEAN LITERATURE SINCE 1860—II (2)

The more important writers and literary movements in Europe since the rise of realism, including Turgenev, Tolstoy, Dostoevsky, Gorky, Ibsen, Thomas Mann, and Sigrid Undset.

253. LITERATURE OF THE BIBLE—II (3)

A non-doctrinal study of the chief narrative, dramatic, and poetic literature of the Bible.

268. JOURNALISM—I (2)

Methods for teachers in supervising student publications. Techniques for newspapers, handbooks, magazines, anthologies, and yearbooks. Teaching units in journalism are developed for elementary and high school English courses.

269. JOURNALISM—THE CONTEMPORARY MAGAZINE—II (2)

Extensive readings from varied periodical literature. Specialized readings in the fields of the student's major interests. Oral and written reviews and criticisms.

270. SCHOOL AND COLLEGE ANNUAL—Throughout year (1 to 6)

The basic principles and techniques of the school annual. Students in the course comprise the staff of the *Index* for the current year. Not more than two semester hours may be earned in one semester and no credit is given for less than one year on the staff.

275. ENGLISH GRAMMAR—I (2) or II (2)

An historical and descriptive study of the sentence and its parts. Not to be taken by students with credit in 105.

276. HIGH SCHOOL LITERATURE—I (2) or II (2)

Literature suitable for high school. Methods of presentation and criteria for the selection of materials for the English course of study. Reports from the national survey of high school English. Recommended for all who lack experience in teaching.

277. METHODS AND MATERIALS IN COMPOSITION—I (2) or II (2)

Methods of presentation, criticism, development, and evaluation of composition in junior and senior high schools.

FRENCH

Students who have had one year of high school French begin with French 112; those with two years begin with French 115; three years, French 116; and four years, French 211.

Credit is not given for French 111 unless French 112 is completed.

Students electing French as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in French. Total: 32 hours.

Students electing French as a second teaching field take as a minimum the following courses. 111, 112, 115, 116, and electives in French. Total: 24 hours.

111 AND 112. FIRST-YEAR FRENCH—I (4) AND II (4)

Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

115 AND 116. SECOND-YEAR FRENCH—I (4) AND II (4)

Class reading of 800 to 1000 pages of short stories, plays, novels, and essays. Grammar review, oral and written composition. *Prerequisite:* French 112 or two years of high school French.

211 AND 212. MODERN FRENCH NOVEL—I (2) AND II (2)

Class and collateral reading of the novel of the nineteenth and twentieth centuries. Offered 1943-44. *Prerequisite:* French 116 or four years of high school French.

215 AND 216. MODERN FRENCH DRAMA—I (2) AND II (2)

Class and collateral reading of the drama of the nineteenth and twentieth centuries. Offered 1943-44. *Prerequisite:* French 116.

221. SURVEY OF FRENCH LITERATURE—I (3)

French literature from the earliest times through the seventeenth century. Class reading of seventeenth century masterpieces. Offered 1944-45. *Prerequisite:* French 116.

222. SURVEY OF FRENCH LITERATURE—II (3)

French literature of the eighteenth, nineteenth, and twentieth centuries. Class reading in nineteenth century poetry. Offered 1944-45. *Prerequisite:* French 116.

225 AND 226. MATERIALS FOR HIGH SCHOOL FRENCH—I (1) AND II (1)

An examination of texts and illustrative material suitable for use in high school classes. Offered 1944-45. *Prerequisite:* French 116.

GEOGRAPHY

(Including Geology)

Students electing Geography as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 116, 223, one of 217, 218, or 220, and electives in Geography. Total: 32 hours.

Students electing Geography as a second teaching field take as a minimum the following courses: 111, 113, 114, 223, one of 217, 218, or 220, and electives in Geography. Total: 22 hours.

Students majoring in mathematics or in biological or physical science and taking geography for a second teaching field are required to elect courses 112, 115, and 116. Students majoring in social science and taking geography for a second field are required to elect two courses from 213, 216, and 219.

103. GEOGRAPHY OF THE PEOPLES OF THE WORLD—I (3)

A study of the peoples of the world based largely upon climatic regions. Various peoples representing typical human life patterns. Emphasis upon how the customs, habits, and institutions of peoples are related to the natural environment in which they have developed. For students in the elementary education curriculum.

109. NATURAL SCIENCE SURVEY—I (4)

Given jointly by the departments of biological science, geography, and physical science. An appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living.

110. NATURAL SCIENCE SURVEY—II (4)

A continuation of 109. Students who have had Earth Science 110 or Human Geography 101 may not take Natural Science Survey 109 or 110 for credit.

111. PHYSICAL GEOLOGY—I (4)

Processes that have brought about the present physical condition of the earth's surface, erosion, weathering, and deposition. The significance of surface conditions in man's use of the earth. A study of oceanic and atmospheric phenomena. Special attention to the study of rocks, minerals, and soil formation. One half-day field trip required.

112. HISTORICAL GEOLOGY—II (4)

A consideration of the origin and structure of the earth. History of the earth as revealed by the rocks. The evolution of plant and animal life as shown by fossils. The study and use of topographic maps and geologic folios. One day field trip required. *Prerequisite:* Physical Geology 111.

113. ECONOMIC GEOGRAPHY—I (3)

The productive occupations of man as an outgrowth of his earth environment. The production and distribution of the leading commodities. Chief commercial routes as related to geographic conditions. The struggle for resources and economic products as a cause of the present war. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

114. GEOGRAPHY OF NORTH AMERICA—II (3)

A consideration of North America by geographic regions, demanding considerable library and map study. Designed to give familiarity with methods of securing, organizing and presenting geographical data. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

115. METEOROLOGY AND CLIMATE—I (3)

The atmosphere as part of man's physical environment. Temperature, moisture, wind, cloud, and sunshine as natural factors influencing man. Construction of the daily weather map and its use as an instrument in weather forecasting. Special attention given to aviation meteorology. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

116. CLIMATOLOGY—II (2)

The chief climatic regions of the world. Emphasis upon climate as a factor in influencing man and his adjustment to his natural environment. Attention given to climate as one of the bases of production and interchange of commodities.

117. THE GEOGRAPHY OF STRATEGIC MATERIALS—I (2)

Leading materials now regarded as strategic in peace or war. A consideration of important uses, chief regions of production, proportion of domestic needs furnished by the United States, and difficulties of securing additional supplies. Problem of allocation as a basis for a permanent peace.

118. MAP READING AND INTERPRETATION—I (3) or II (3)

Planned to aid the student in reading and interpreting correctly the common classroom maps and the United States topographic maps. Emphasis is placed upon the value of classroom maps as an aid to good teaching and upon the importance of topographic maps and aerial photographs for war and civilian defense purposes.

209. GEOGRAPHY OF THE PACIFIC ISLANDS—II (2)

Their physical patterns, their natural resources, and current problems. An interpretation of economic activities in relation to the natural environment of the islands and the cultural background of the people. The strategic importance of these islands in the present war. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

211. GEOGRAPHY OF MIDDLE AMERICA—I (2)

A geographic interpretation of the cultural, commercial, and industrial problems of Mexico, Central America, and the West Indies. Emphasis upon those portions most closely associated with the United States. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

212. GEOGRAPHY OF ILLINOIS—II (2)

Regional approach to the study of the State of Illinois. Agricultural and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas that are intimately connected with the geography of Illinois are included. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

213. HISTORICAL GEOGRAPHY OF THE UNITED STATES—II (2)

The influence of geographic factors on the discovery of North America, the settlement of the continent, and the development of the United States as a nation.

215. GEOGRAPHY OF SOUTH AMERICA—II (3)

Emphasis upon the contemporary importance of South America. The economic and commercial importance of each country is stressed. Emphasis upon the growing importance of solidarity of nations of the western hemisphere. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

216. GEOGRAPHY OF WORLD PROBLEMS—II (3)

Present day world problems as affected by their geographic setting. The natural environment as a factor influencing international relations. Particular emphasis upon the politico-geographical problems of European nations in other parts of the world. Problems of the Far East and of Latin America. Geographic basis of the World War and current problems. Natural resources in relation to peoples and nations as affecting peace and the postwar world.

217. GEOGRAPHY OF EUROPE—I (3)

Europe based upon regions. Presents importance and possible future of each in the light of geographic conditions. Attention to the geographic basis of the European War. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

218. GEOGRAPHY OF AFRICA AND AUSTRALIA—II (3)

A regional study giving emphasis to those portions which are most densely populated and where civilization is most highly developed. The significance of these continents in a world at war. Approximately two-thirds of the time is devoted to Africa and one-third to Australia. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

219. CONSERVATION OF NATURAL RESOURCES—I (3)

Soils, minerals, forests, and water as basic factors in the development of modern civilization. A consideration of the original resources, methods of use, and rate of exhaustion. The most profitable use of the remaining resources. The seriousness of the conservation problem in our national life.

220. GEOGRAPHY OF ASIA—II (3)

A regional geography emphasizing China, Japan, and India. Problems of the Far East in the light of geographic conditions. Present and possible future importance of the continent in world affairs. Much attention is given to the geographical bases for the present war in Asia and the Pacific. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

221. FIELD GEOGRAPHY OF EASTERN UNITED STATES AND SOUTHEASTERN CANADA—(9) Not offered in 1943.

Six weeks of field study by motor bus, including southern Appalachians, Atlantic Coast, New York, New England, St. Lawrence, and Great Lakes. Runs concurrently with the summer session, and is a component part of it. The first week is spent in a study-survey of the area covered by the field work, six weeks in the field and the eighth week in study upon the campus. Credit in

geography, history, and biology. *Prerequisite:* Three semester hours of geography, or teaching experience.

222. FIELD GEOGRAPHY OF WESTERN UNITED STATES AND SOUTHWESTERN CANADA—(9) Note offered in 1943.

Seven weeks of field study through southwestern United States, the Pacific Coast Region, the Canadian Rockies, the High Plains, and the Great Lakes Region. Regular part of the summer session and runs concurrently with it. Part of the first week is spent on the campus. Seven weeks are spent in the field and the eighth week on the campus completing the study begun in the field. Credit in geography, history, and biology. *Prerequisite:* Three semester hours of geography, or teaching experience.

223. METHODS AND MATERIALS IN THE TEACHING OF GEOGRAPHY—II (2)

The aims and values of geography. The functional philosophy of geography in terms of pupil activity and understanding. A consideration and evaluation of the various methods of presentation. Materials and devices for teaching geography. Field work, its purposes and values. *Prerequisite:* Five semester hours of geography, or teaching experience.

GERMAN

Students who have had one year of high-school German begin with German 112; those with two years begin with German 115; three years, German 116; and four years, German 211.

Credit is not given for German 111 unless German 112 is completed.

Students electing German as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in German. Total: 32 hours.

Students electing German as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in German. Total: 24 hours.

111 AND 112. FIRST-YEAR GERMAN—I (4) AND II (4)

Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read.

115 AND 116. SECOND-YEAR GERMAN—I (4) AND II (4)

Class reading of modern German prose and poetry, beginning with simpler stories and progressing in the second semester to at least one work each of Lessing, Schiller, and Goethe. Grammar review; oral and written composition. *Prerequisite:* German 112 or two years of high school German.

211 AND 212. MODERN GERMAN NOVEL—I (2) AND II (2)

A rapid-reading course in the novel and *Novelle* of the nineteenth and twentieth centuries from Goethe to Thomas Mann and the contemporary novelists. *Prerequisite:* German 116.

215 AND 216. MODERN GERMAN DRAMA—I (2) AND II (2)

Representative works of the outstanding dramatists of the nineteenth and twentieth centuries from Kleist to Gerhart Hauptmann. *Prerequisite:* German 116.

221 AND 222. SURVEY OF GERMAN LITERATURE—I (3) AND II (3)

Class and collateral reading of representative works of the most important authors from the eighth century to the present time. The reading is so planned

that it does not duplicate work done in courses in the novel and the drama.
Prerequisite: German 116.

225 AND 226. MATERIALS FOR HIGH SCHOOL GERMAN—I (1) AND II (1)

A survey of grammar and reading texts suitable for use in high school classes, together with information in regard to illustrative material available.
Prerequisite: German 116.

HEALTH AND PHYSICAL EDUCATION (Men and Women)

All students are required to take as a minimum four semesters of recreational activities as outlined in courses numbered 101 through 110. Not more than four such courses may be counted toward graduation. Courses are arranged to acquaint the student with a wide variety of individual, dual, and team activities.

Students electing Health and Physical Education as a first teaching field take as a minimum the following courses:

Men: 111, 112, 117, 118, 119, 120, 210 or 212, 213 or 214, 225 or 243, six hours of 219, 220, 221, and 222, and electives in Health and Physical Education. Total: 34 hours.

Women: 111, 112, 117, 118, 119, 120, 210 or 212, 219, 220, 221, 225, 230, 231, and electives in Health and Physical Education. Total: 34 hours.

Students electing Health and Physical Education as a second teaching field take as a minimum the following courses:

Men: 111, 112, 117, 118, 119, 120, 210 or 212, 213 or 214, and three hours of 219, 220, 221, and 222, 225 or 243. Total: 21 hours.

Women: 111, 112, 117, 118, 210 or 212, 219, 220, 221, 225, 230 or 231. Total: 23 hours.

Students electing Health and Physical Education as a teaching field need not take Recreational Activities 101, 102, 103, and 104 required of other students.

COURSES FOR MEN AND WOMEN

Recreational Activities are required of all students. Upperclassmen take various types of gymnastic and athletic activities basically essential to the health and vigor of the prospective teacher without credit.

109. RECREATIONAL DANCING—I (1) or II (1)

Recreational mixers; country, square, and social dancing.

110. ADVANCED RECREATIONAL DANCING—II (1)

A continuation of 109. Stresses particularly the methods in teaching and calling the dances to be taught. *Prerequisite:* Health and Physical Education 109.

115. FIRST AID—I (2) or II (2)

The standard Red Cross requirements in first aid. Red Cross certificates will be issued to all who satisfactorily complete the work.

117. ANATOMY AND PHYSIOLOGY—I (3)

The gross structure of the human body and its physiology.

118. ANATOMY AND PHYSIOLOGY—II (3)

Continuation of 117, stressing body mechanics. *Prerequisite:* Health and Physical Education 117.

132. SCOUTING—II (3)

This course is approved by the Training Division of the National Boy Scouts of America as a qualified course for the training of Scoutmasters. Offered for students who wish to combine scouting with their other teaching duties.

210. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION—II (3)

The development of the physical education program in American schools. Attention to the place of classification of pupils through the testing program in physical education. *Prerequisite:* Health and Physical Education 118.

211. GROWTH AND DEVELOPMENT—I (3)

The growth and development of the child as related to physical education. *Prerequisite:* Health and Physical Education 118.

212. PRINCIPLES OF PHYSICAL EDUCATION—II (3)

The basic facts underlying physical education; its aims and objectives; and the place of physical education in American Life. *Prerequisite:* Health and Physical Education 118.

223 and 224. RECREATIONAL ACTIVITIES FOR ELEMENTARY SCHOOLS—I (1) and II (1)

The organization, administration and content of the program of physical education for the first eight grades of the elementary school. Supplemented by directed observation and assisting in physical education classes in the elementary school. Students who have had 229 may not take this course for credit.

225. PHYSICAL DIAGNOSIS AND CORRECTIVE PROCEDURES—I (2)

Methods employed in determining the physical symptoms resulting from injury, accident, or faulty body mechanics; the correction of physical defects. *Prerequisite:* Health and Physical Education 118.

226. CLINICAL PHYSIOTHERAPY—II (3)

Different types of therapy, with laboratory practice on case studies in the local communities. *Prerequisite:* Health and Physical Education 225.

229. RECREATIONAL ACTIVITIES FOR ELEMENTARY SCHOOLS—Summer only (3)

For the elementary teacher of physical education. Students may not take this course for credit if they had had 223 or 224.

230. HIGH SCHOOL PHYSICAL EDUCATION—II (2)

The factors essential to program planning in physical education on the secondary level. Types and gradations of activities included. *Prerequisite:* Health and Physical Education 118.

231. ELEMENTARY PHYSICAL EDUCATION—I (2)

The factors essential to program planning in physical education on the elementary level. Types and gradations of activities included. *Prerequisite:* Health and Physical Education 118.

240. PROBLEMS IN PHYSICAL EDUCATION—II (1)

Administrative problems and professional preparation of teachers of physical education. *Prerequisite:* Health and Physical Education 212.

243. KINESIOLOGY—I (2)

The mechanics of muscular movements as applied to physical education activities. *Prerequisite:* Health and Physical Education 118.

250. RECREATIONAL LEADERSHIP—II (3)

A theoretical and practical course in leadership qualities essential for camp work, club work, community work, and extracurricular activities.

COURSES FOR MEN ONLY

The following courses are arranged to meet the recreational and development needs of the students. They include sections stressing activities for body development, outdoor conditioning activities, tumbling and apparatus exercises, and individual and dual sports.

101 and 102. DEVELOPMENTAL ACTIVITIES—I (1) and II (1)

Activities for the fall, winter, and spring programs.

103 and 104. RECREATIONAL ACTIVITIES—I (1) and II (1)

Emphasis upon the activities of the group in seasonal sports and games. *Prerequisite:* Health and Physical Education 101 and 102.

108. ADAPTIVE PHYSICAL ACTIVITIES—I (1) or II (1)

For students needing specific or limited recreational activities. Based on the recommendation of the University Health Service.

111 and 112. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Basic seasonal developmental activities. A prerequisite for all coaching and physical education courses.

119 and 120. PHYSICAL EDUCATION ACTIVITIES—I (1) and II (1)

A continuation of 112. Deals primarily with methods and materials of teaching games and sports.

213 and 214. INTRAMURAL MANAGEMENT—I (1) and II (1)

A practical course, involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program. Students who have had 241 may not take this course for credit.

The following courses deal with the professional preparation of high school and grade school coaches. The courses stress conditioning, rules, fundamentals, offensive and defensive team strategy, and team play. Students from other departments will be permitted to take the courses upon presentation of evidence of satisfactory playing experience in high school or as members of the varsity in the University, even though they do not have the required prerequisite.

219. FOOTBALL COACHING—I (3)

The professional preparation of coaches in football. *Prerequisite:* Health and Physical Education 112.

220. BASEBALL COACHING—II (3)

The professional preparation of coaches in baseball. *Prerequisite:* Health and Physical Education 112.

221. BASKETBALL COACHING—I (3)

The professional preparation of coaches in basketball. *Prerequisite:* Health and Physical Education 112.

222. TRACK AND FIELD—II (3)

The professional preparation of coaches in track and field. *Prerequisite:* Health and Physical Education 112.

241. INTRAMURAL MANAGEMENT—Summer only (3)

The administration of the intramural program of the high school. Students taking this course may use it in the place of 213 and 214.

COURSES FOR WOMEN ONLY

101 and 102. DEVELOPMENT ACTIVITIES—I (1) and II (1)

Fundamental skills of games, sports, and elementary rhythmic activities. Activities are determined according to seasons,—fall, winter, and spring.

103 and 104. RECREATIONAL ACTIVITIES—I (1) and II (1)

Outdoor activities for the fall and spring seasons; games and dances of a recreational nature during the winter season.

105. CONTEMPORARY DANCING—I (1)

Skills and techniques necessary to the development of the modern dance.

106. ADVANCED CONTEMPORARY DANCING—II (1)

The structure of the modern dance. Original patterns are developed.

108. ADAPTIVE PHYSICAL ACTIVITIES—I (1) or II (1)

Provision for the recreational and activity needs of those limited in participation by the University Health Service.

111 and 112. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Developing of fundamental skills in individual, team, and rhythmic activities.

119 and 120. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Activities fundamental to the acquisition of skill and teaching methods. Presented in the form of individual games, sports, mass activities, and advanced rhythmic activities.

123. METHODS AND MATERIALS IN COACHING BASKETBALL—Summer only (3)

Theory and practice in techniques of playing, coaching, officiating, conducting clinics. Offers an opportunity to pass examinations of the Women's National Officials Rating Committee. Students may not take this course for credit if they have had 121.

219 and 220. COACHING AND OFFICIATING—I (2) and II (2)

This course deals with the techniques of coaching and officiating sports in physical education classes for high school students and for the intramural program. Students who have had 215 may not take this course for credit. *Prerequisite:* Health and Physical Education 118 and 120.

221. DANCE METHODS—I (2)

Methods of teaching rhythms to children of various ages; methods of teaching folk, tap, character, square, and social dancing. *Prerequisite:* Health and Physical Education 112.

222. FESTIVAL PLANNING—II (2)

Methods for the teacher responsible for special programs, assemblies, play-days, sports-days, and open house. Specific activities, costuming, and organization presented and discussed. Students who have received credit for Contemporary Dance Methods and Festival Planning 222 may not take this course. *Prerequisite:* Health and Physical Education 112.

HOME ECONOMICS

Students electing Home Economics as a first teaching field take as a minimum the following courses: 110, 111, 113, 122, 123, 124, 132, 211, 212, 231, 232, 233, and 234. Total: 33 hours.

Students who wish to qualify as teachers of vocational home economics (Smith-Hughes) take in addition: Home Economics 235, 236, 244, Art 111, Biological Science 111, 112, 211 and Physical Science 120, 132, 252. Introduction to Art 111 and General Biological Science 111, 112 are substituted for Natural Science Survey 109 and 110 in the core curriculum. History of Civilization 113 and 114 may be omitted.

Students electing Home Economics as a second teaching field take as a minimum the following courses: 110, 111, 113, 122, 132, 231, 232, 233, and electives in Home Economics. Total: 22 hours.

110. INTRODUCTION TO HOME ECONOMICS—I (2) or II (2)

Survey of the field of home economics to present a working philosophy for the prospective teacher and to enrich the personal and social life of the freshman student.

111. MEAL PLANNING—I (3) or II (3)

Food preservation, preparation of foods for breakfast, cost and service of luncheons.

112. RED CROSS NUTRITION—Summer only (3)

An elementary course in nutrition, fulfilling requirements of the standard Red Cross course; emphasis on food problems in the present emergency. Students who have had 211 may not take this course for credit.

113. MEAL PLANNING—I (3) or II (3)

The marketing situation, with emphasis on the responsibility of the homemaker as a consumer. Preparation of foods suitable for dinners. *Prerequisite:* Home Economics 111.

122. CLOTHING SELECTION AND CONSTRUCTION—I (3) or II (3)

Wardrobe and costume planning in relation to individual needs and means. Present day clothing and textile problems, stressing conservation and the advancement of textile products. Fundamentals of pattern interpretation, use, and designing. Recognition of standards for fitting and construction through garment making.

123. COSTUME DESIGN—I (3)

Essentials of design applied to dress. Analysis and interpretation of the individual through dress. Creative experiences encouraged. Some apprecia-

tion of costumes of former ages and of national dress. *Prerequisite:* Home Economics 122.

124. CLOTHING ECONOMICS AND CONSTRUCTION—II (3)

Planning and making a tailored suit or coat. Centered on wardrobe needs, individual design possibilities, textile values and fashion discrimination. Quality and fine finish stressed in construction. Consideration of current clothing and textile issues vital to the consumer. *Prerequisite:* Home Economics 123.

132. HOME MANAGEMENT—I (3) or II (3)

Relative values in operating a home for successful family life. Laboratory experimentation in selected phases of housekeeping.

211. NUTRITION AND DIETETICS—I (3)

Fundamental principles of nutrition and dietary needs of individuals in health as modified by age, sex, and occupation. Special dietary problems and methods of diet calculations. Students who have had 112 may not take this course for credit. *Prerequisite:* Home Economics 113 and Biological Science 211.

212. FAMILY HEALTH—II (2)

Application of scientific principles of nutrition to abnormal conditions in which diet therapy is recognized as an important factor in treatment. Responsibility of the homemaker in conserving the health of the family. Interrelation of home and community health. Students who have had Biological Science 117 may not take this course for credit. *Prerequisite:* Home Economics 211.

216. FOOD INVESTIGATION—II (3)

Problems in food investigation, demonstrations, including foreign cookery. Gives students an appreciation of the influence on the American menu of foods of various nationalities. *Prerequisite:* Home Economics 113.

221. ADVANCED CLOTHING AND TEXTILES—I (3)

Draping original creations with sensitiveness to texture, color, and variety of effects adapted to particular individuals. Textile problems and issues of the day. *Prerequisite:* Home Economics 124.

231. FAMILY RELATIONSHIPS—I (2)

Factors involved in home and family relationships; choosing a mate and preparation for marriage; legal aspects of marriage and divorce; common problems of family life including analysis and possible solutions.

232. CHILD DEVELOPMENT—II (2)

Physical, mental, emotional, and social development of the young child. Habit formation and satisfactory treatment of common behavior problems. Observation and actual experience in dealing with children are provided.

233. HOUSING—I (2)

Problems and progress of public housing. Recognition of issues considered in determining housing for the average American family: room re-

lationship, financing, and modern construction. Particular family situations recognized, analyzed, and developed.

234. ART IN THE HOME—II (2)

Significance of art in the home environment and its part in developing a satisfying home. The exterior and the interior of the house are considered with reference to efficiency, beauty, comfort and economy. *Prerequisite:* Home Economics 233.

235. ECONOMICS OF THE HOME—I (2)

Analysis of consumer judgments and responsibilities in the evaluation of the material environment of the homemaker. *Prerequisite:* Home Economics 113 and 124.

236. HOME ADMINISTRATION—I (3) or II (3)

Practical application of knowledge acquired in previous courses in home economics. Senior students reside together for a period of nine weeks and assume all home-making responsibilities, including managerial and social problems involved in group living. *Prerequisite:* Home Economics 132, 211 and 231.

237. CONSUMER PROBLEMS IN MODERN LIVING—Summer only (3)

Methods of improving buying of food, clothing, drugs, cosmetics, household equipment; technique of buying—reading labels, analysis of values, when and where to buy; use of credit—charge accounts, installment buying, borrowing; budgeting; frauds and their detection; aids to the consumer.

238—METHODS AND MATERIALS OF HOME ECONOMICS—II (2)

Objectives, principles, and methods involved in teaching the various phases of home economics; evaluation of courses of study; equipment, books, and illustrative material. *Prerequisite:* Courses in two or more phases of home economics and Education 222.

244. VOCATIONAL HOME ECONOMICS—II (2)

Growth and development of the home economics movement, including vocational education legislation and the administration of vocational home economics in high schools. Development and management of home projects emphasized. Home project required preceding this course. *Prerequisite:* All Smith-Hughes required courses.

245. TRENDS IN VOCATIONAL HOME ECONOMICS—Summer only (3)

Development of home economics, legislation related to vocational education, administration of home economics in high schools, and contributions which this field may make to defense. Home visitation and home projects included.

250. WOMAN'S CONTRIBUTION TO THE DEFENSE PROGRAM—Summer only (3)

Survey of agencies contributing to defense. Emphasis placed on activities of women in the fields of nutrition, health, and relationships. Some opportunity given for supervision of these activities. Supplemented by field trips and talks by leaders representing fields studied.

INDUSTRIAL ARTS

Students electing Industrial Arts as a first teaching field take as a minimum the following courses: 111, 113 or 114, 121, 131, 141, 151, 261, 262, and electives in Industrial Arts. Total: 33 hours.

Students electing Industrial Arts as a second teaching field take as a minimum the following courses: 111, 113 or 114, 121, 131, 261, 262, and electives in Industrial Arts. Total: 23 hours.

111. GENERAL MECHANICAL DRAWING—I (3)

Drafting as an industrial process, together with the study and practice of the fundamental techniques of different types of projection and projection instruments. These techniques are developed in the laboratory.

113. MECHANICAL DRAWING—I (2)

A drafting course treating the fundamentals of descriptive geometry and the specialized drafting methods used in sheet metal layout. *Prerequisite:* Industrial Arts 111.

114. ELEMENTARY MACHINE DRAWING—II (2)

Machine drafting involving the use of hand books and tabular and formular information in the development of detail and assembly drawings. *Prerequisite:* Industrial Arts 111.

121. GENERAL WOODWORK—II (3)

Introduction to woodwork, in which materials, tools, tool processes, fastenings, and constructions are studied. Application is made of these studies in the construction of practical projects in the laboratory.

122. FURNITURE UPHOLSTERING—Summer only (3)

The fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory.

127. CRAFT ACTIVITIES FOR ELEMENTARY TEACHERS—I (2) or II (2)

Opportunity for persons interested in crafts work to obtain experiences in the use of hand-craft tools, materials and operations. Emphasis placed on student interest projects and their relation to classroom procedures. Students construct projects in line with their curricular requirements.

131. GENERAL METALWORK—II (3)

Basic skills and technical information in the areas of bench metalwork, sheet metalwork, machine shop practice, and forging.

141. ELEMENTARY APPLIED ELECTRICITY—I (3)

Elementary electrical theory, followed by laboratory practice. Approximately two-thirds of the time is spent with electric circuits and project construction. The remaining time covers radio theory and radio construction.

151. ELEMENTARY GRAPHIC ARTS—I (3)

A general survey of the graphic arts industries. Designed to serve four types of students: industrial arts majors, teachers of industrial arts who wish to broaden their teaching to include graphic arts, art students and teachers who wish to gain knowledge and skill in certain graphic arts processes; and teachers

of journalism and advisers of school publications who wish to improve their mechanical knowledge of publications.

152. GRAPHIC ARTS—II (3)

A continuation of 151. Advanced problems in composition and make-up, printing presses and composing machines, advertising layouts and composition, formats of publications, and printing costs are studied. Laboratory work includes make-up and printing of a high school newspaper and year book. *Prerequisite:* Industrial Arts 151.

211. Architectural Drawing—1 (3)

The problematic situations of building, with special emphasis on home planning, construction, and maintenance. The laboratory time is spent in discussion and technological solution of problems. *Prerequisite:* Industrial Arts 111.

212. MACHINE DRAWING AND DESIGN—I (3)

General mechanisms, cams, gears, and power transmissions. Theoretical principles are applied in the designing of small machines. *Prerequisite:* Industrial Arts 114.

216. PROJECT ANALYSIS AND DESIGN—I (2)

Problems involved in selecting and designing industrial arts projects suitable for various age and grade level groups. Attention will be given to project analysis and fundamental principles of design. Projects will be planned, drawn, and blue-printed to be interchanged among class members.

221. CARPENTRY AND BUILDING CONSTRUCTION—II (2)

Fundamental principles of carpentry, layout, forming, and assembly. A short unit in masonry work will be included.

223. WOODWORKING—I (3)

Advanced woodworking and problems of case goods construction. A short unit of upholstery is a part of this course. In the laboratory, the woodworking machines are used in the construction of projects involving the problems studied. *Prerequisite:* Industrial Arts 121.

224. WOOD AND METAL FINISHING—I (2)

A study of the finishes ordinarily used in the industrial arts, together with practical laboratory exercises in applying finishing materials.

226. ADVANCED CABINET AND FURNITURE CONSTRUCTION—II (3)

Production methods and machine efficiency in the set-up and manufacture of multiple parts. Class projects are designed and constructed on the basis of the factory method. *Prerequisite:* Industrial Arts 223.

231. MACHINE SHOP PRACTICE—I (3)

A continuation of 131. Advanced problems in bench metalwork, and machine shop practice are developed in the laboratory. *Prerequisite:* Industrial Arts 131.

241. APPLIED ELECTRICITY—I (3)

A continuation of 141. Emphasis is placed upon the production, transmission, and use of electrical power. Shop and laboratory work are divided as fol-

lows: repair and maintenance of household appliances, transformer building and testing, motor winding and repair, and radio construction and repair. *Prerequisite*: Industrial Arts 141.

251. ADVANCED PRINTING—I (2) or II (2)

Imposition, cylinder presswork, stock cutting and handling, and bindery work. Admission by consent of the instructor. Hours for conference to be assigned. *Prerequisite*: Practical experience in printing or Industrial Arts 151.

252. ADVANCED PRINTING—I (2) or II (2)

Linotype composition and maintenance. Arrangements similar to those for 251. *Prerequisite*: Practical experience in linotype operation or Industrial Arts 151.

261. METHODS AND MATERIALS OF TEACHING INDUSTRIAL ARTS—II (2)

Teaching materials and techniques for industrial arts subjects. Emphasis is placed upon such topics as objectives, subject matter, teaching methods and devices, textbooks and instructional materials, courses of study, class organization, and evaluation of teaching. Students who have had 266 may not take this course for credit. *Prerequisite*: Twelve semester hours of industrial arts.

262. PROBLEMS IN INDUSTRIAL ARTS EDUCATION—I (2)

Problems that confront the teacher of industrial arts in the organization and management of his shop. Consideration will be given to types of shops, shop planning, purchasing equipment and supplies, maintenance of tools and equipment, shop organization and management, record systems, safety and accident prevention. Students who have had 266 may not take this course for credit. *Prerequisite*: Twelve semester hours of industrial arts.

266. INDUSTRIAL ARTS LABORATORY—Summer only (3)

History, function, subject content, methods, organization, operating problems, and equipment of the multiple activity shop. The course is designed to meet the demand for information concerning this type of industrial arts shop. Students who have had 261 or 262 may not take this course for credit. *Prerequisite*: Twelve semester hours of industrial arts.

LATIN

Students who have had less than two years of high-school Latin take the required courses in the University High School; those with two years begin with Latin 111; three years, Latin 112 or 113; and four years, Latin 113.

Students electing Latin as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Latin. Total: 32 hours.

Students electing Latin as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Latin. Total: 24 hours.

111. CICERO—I (4)

Translations of four or five orations selected from the Catilinarians, the *Pro Imperio Pompei*, and the *Pro Archia*, with due attention to the political and historical background of each. Review of Latin inflections and syntax; some drill in writing simple Latin. *Prerequisite*: Two years of high school Latin.

112. VERGIL—II (4)

The *Aeneid*, Books I-VI: the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics; poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*. *Prerequisite*: Latin 111 or three years of high school Latin.

113. LATIN PROSE COMPOSITION—I (4)

A thorough and systematic review of Latin inflections and syntax with written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors. *Prerequisite*: Latin 112 or three years of high school Latin.

114. LIVY—II (4)

Selections from books I, XXI, XXII of Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Livy as an historian and writer. *Prerequisite*: Latin 113.

132. SELECTIONS FROM CAESAR'S GALLIC AND CIVIL WARS—Summer only (3)

Selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; and a thorough review of Latin forms and syntax. *Prerequisite*: Latin 112 or four years of high school Latin.

211. CICERO'S ESSAYS—I (4)

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces, both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero. *Prerequisite*: Latin 113 or 114.

212. PLAUTUS AND TERENCE—II (4)

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax. Special readings on the history of the theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama. *Prerequisite*: Latin 114.

215. HORACE, ODES AND EPODES—I (2)

Translation and the metrical reading of Latin poetry. Life in the Augustan age and Horace's philosophy of life. Offered 1943-44. *Prerequisite*: Latin 114.

216. HORACE, SATIRES AND EPISTLES—II (2)

A continuation of 215. Offered 1943-44. *Prerequisite*: Latin 215.

217. SENECA'S TRAGEDIES—I (2)

The *Troades* and the *Medea*; the influence of Seneca on later writers. Offered 1943-44. *Prerequisite*: Latin 114.

218. TACITUS—II (2)

Agricola and *Germania*. An introduction to the prose of the Silver period. Offered 1943-44. *Prerequisite*: Latin 114.

219. CURRENT TRENDS IN THE TEACHING OF LATIN—Summer only (3)

An analysis and evaluation of the objectives, content, and methods in the teaching of Latin, and a study of textbooks and other teaching materials of Latin. *Prerequisite*: One year of college Latin beyond Vergil.

221. PLINY'S EPISTLES—I (2)

Prose of the Silver period. Offered 1944-45. *Prerequisite:* Latin 114.

222. MARTIAL'S EPIGRAMS—II (2)

The reading of Latin poetry and a study of social life under the emperors. Offered 1944-45. *Prerequisite:* Latin 114.

225. LATIN-ENGLISH ETYMOLOGY—I (2)

The relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some treatment of the subject of semantics, especially as it applies to Latin words in English. Recommended for all who make Latin a first or second teaching field. Offered 1944-45. *Prerequisite:* Eight hours of college Latin.

226. ROMAN PRIVATE LIFE—II (2)

A lecture course designed to furnish background for the Latin teacher. An introduction to Roman topography is included. Recommended for all who make Latin a first or second teaching field. Offered 1944-45. *Prerequisite:* Eight hours of college Latin; History students, senior college standing.

231. OVID, METAMORPHOSES—Summer only (3)

The translation, scansion, and reading of the passages most helpful to the teacher of Latin. *Prerequisite:* Five years of Latin or Latin 114.

LIBRARY

The Illinois High School Visitor's Office designates the one in charge of the library, in a high school enrolling fewer than two hundred, as a teacher-librarian who has had elementary courses in library science. The Illinois State Department of Public Instruction recommends a teacher-librarian with at least six semester hours in library science for all elementary schools with an enrollment below five hundred pupils. The courses in library science are offered to meet these needs. Courses may be used as general electives or as electives in education.

212. THE LIBRARY AS AN INFORMATION CENTER—II (3)

Familiarity with reference tools and books for the high school, methods of evaluating publishers' lists, editions and series, periodicals and sources of inexpensive material, techniques for training pupils to use library materials. *Prerequisite:* English 111 or Education 220.

214. READING GUIDANCE FOR ADOLESCENTS—II (3)

An acquaintance with and appreciation of the best recreational and informational books of various reading levels; a realization of the importance of books in the enriched curriculum; an ability to evaluate books and to stimulate junior and senior high school pupils to read.

262. LIBRARY SERVICE IN THE SMALL SCHOOL—I (3)

Stress on the place of the library in the small school; planning and equipping that library; use, methods of care, cataloging, and classification of school library materials. *Prerequisite:* English 111 or Education 220.

MATHEMATICS

Students electing Mathematics as a first teaching field take as a minimum the following courses: 111, 112, 114, 115, 116, 211, 221, 222, 231, and electives in Mathematics. Total: 32 hours.

Students electing Mathematics as a second teaching field take as a minimum the following courses: 111, 112, 114, 115, 116, 211, 222, 231. Total: 23 hours.

101. ARITHMETIC IN MODERN LIFE—I (3) or II (3)

Introduction to the quantitative aspects of modern life. Half of the course considers those phases growing more specifically out of counting and number, and the other half those phases growing out of measuring. Development of appreciation, understanding, and ability in the solution of problems.

105. ADVANCED ALGEBRA—I (3) or II (3)

For students who have had only one year of algebra in high school.

106. SOLID GEOMETRY—I (3) or II (3)

For students who have had only one year of geometry in high school.

111. PLANE TRIGONOMETRY—I (3) or II (3)

The trigonometric functions and their relations, solving the right triangle and the general triangle, trigonometric equations, inverse functions, logarithms and their uses. *Prerequisite:* One and one-half units of high school algebra, or Mathematics 105, and one unit of high school geometry.

112. ANALYTICAL GEOMETRY—I (3) or II (3)

The point, the line, the triangle, and the circle; polar coordinates; introduction to the properties of the parabola, ellipse, and hyperbola; curves represented by the equation of the second degree. *Prerequisite:* Mathematics 111 and 114.

113. GEOMETRY OF THE SPHERE AND APPLICATIONS—I (3) or II (3)

Solving the right spherical triangle and the general spherical triangle; applications in the fields of navigation, aviation, and astronomy. For students in the V-7 program. *Prerequisite:* Mathematics 106 and 111.

114. COLLEGE ALGEBRA—I (3) or II (3)

Brief review of elementary algebra; determinants, the quadratic equation, complex numbers, radical equations, theory of exponents, systems of quadratic equations, graphs of quadratic functions; ratio, proportion, and variation, progressions, binomial theorem, permutations, combinations, and probability, and certain topics in the theory of equations. Students who have had 215 may not take this course for credit. *Prerequisite:* One and one-half units of high school algebra or Mathematics 105.

115. CALCULUS—I (3) or II (3)

Elements of the differential calculus and some of its applications. Graphs of functions, theory of limits, maximum and minimum values of functions, rates, approximating roots of equations, and applications selected from many fields of study. *Prerequisite:* Mathematics 112.

116. CALCULUS—I (3) or II (3)

Introduction to the integral calculus and its applications, indefinite and definite integrals, area under a curve, lengths of curves, surfaces of revolution, and solids of revolution. *Prerequisite:* Mathematics 115.

201. FOUNDATIONS IN ARITHMETIC—I (2) or II (2)

A background for the meaningful teaching of the beginning of number concepts and counting, and the fundamental processes and their applications in problem solving. *Prerequisite:* Mathematics 101.

202. SELECTED TOPICS IN ARITHMETIC—I (2) or II (2)

Topics in 101 and 201 are considered from a broader point of view. A professionalized course dealing principally with the more difficult topics in the seventh and eighth grades. *Prerequisite:* Mathematics 201.

211. COLLEGE GEOMETRY—I (2)

Concepts and theorems of the modern geometry of the triangle, circle, quadrilateral and quadrangle, and other related topics. Emphasis on proving original exercises, construction work, generalizations, and the connections of the topics with the subject matter of high school geometry. *Prerequisite:* Mathematics 115.

212. COLLEGE GEOMETRY—II (2)

A continuation of 211, with an introduction to the theory of descriptive geometry and projective geometry. Emphasis on the analytical proofs of many theorems. Drawing plates are required. *Prerequisite:* Mathematics 211.

220. HISTORY OF MATHEMATICS—II (2)

The growth of mathematics dealing with the persons who have made outstanding contributions to elementary mathematics; the development of the special subjects of mathematics through the first steps of the calculus; relation of the historical aspects of mathematics to the teaching of high school mathematics. *Prerequisite:* Mathematics 116.

221. JUNIOR HIGH SCHOOL MATHEMATICS—I (3)

The principles underlying the selection of materials; the subject matter of intuitive geometry, mensuration, percentage, and elementary algebra, with attention to methods of presentation; consideration of texts, tests, classroom equipment, and library lists. Attention to appreciation of the contribution of mathematics to the progress of civilization. *Prerequisite:* Mathematics 116.

222. SENIOR HIGH SCHOOL MATHEMATICS—II (3)

Objectives to be realized in the teaching of geometry and advanced algebra, with a study of materials and methods; a critical study of the topics necessary for a teacher's background in geometry and advanced algebra. *Prerequisite:* Mathematics 116.

231. CALCULUS—I (3)

Partial differentiation, introduction to the geometry of space, envelopes, evolutes, maximum and minimum values of functions of two or more variables, multiple integration, center of gravity, work and pressure integrals, series, and expansion of functions. *Prerequisite:* Mathematics 116.

232. PROBLEMS IN APPLIED MATHEMATICS—II (3)

The solution of problems selected from many fields of study. The fundamental theorem of the integral calculus, Rolle's theorem, mean value theorem, indeterminate forms, curvature, hyperbolic functions, and an introduction to elliptic integrals. *Prerequisite*: Mathematics 231.

240. DIFFERENTIAL EQUATIONS—I (2) or II (2)

Introduction to the theory and the solution of linear differential equations. For students who expect to study topics in advanced physics, and for those students who expect to continue work in mathematics. *Prerequisite*: Mathematics 231.

MUSIC

Students electing Music as a first teaching field take as a minimum the following courses: 107, 111 or 112, 113, 114, 115, 122, 124, 131, 209, 211, 215, 236, 244, and electives in Music. Total: 50 hours.

The program for students taking music as a first teaching field requires four and one-half years or four years and two summer sessions.

Students electing Music as a second teaching field should secure the recommendation of the Director of the Division of Music Education. Total: 24 hours.

PARTICIPATION REQUIREMENTS

Students who choose music as a first teaching field are required to participate for three years in one vocal organization, in band (other than marching band), and in orchestra. Beginning with the second year of participation, one-half semester hour credit will be given for each semester of such participation in each organization. Students who, upon entering the University, cannot qualify for participation in a concert organization, may substitute participation in the laboratory groups until qualified for the major organizations.

Those who choose music as a second field must participate in one vocal and one instrumental group as soon as they qualify and for the remainder of the course.

106. TEACHING MUSIC IN THE SMALL SCHOOL—Summer only (3)

The materials, the development of basic principles, and the current practices in teaching which are peculiar to the needs of the small school. *Prerequisite*: Ability to sing simple melodies and a knowledge of the rudiments of music.

107. MUSIC APPRECIATION—I (1) or II (1)

Much listening to music to enrich the student's experience and increase his enjoyment of it.

111. SIGHT SINGING AND EAR TRAINING—I (2) or II (2)

A review of rudiments of music, practice in singing by syllable, chording, ear training, and dictation. *Prerequisite*: Ability to sing simple melodies by rote and a knowledge of the rudiments of music.

112. SIGHT SINGING AND EAR TRAINING—I (2)

An advanced course in sight singing and ear training.

113. CONDUCTING (Choral)—I (3)

The fundamental principles of baton technique, routine of organization and rehearsal of choral groups, criteria for the selection of vocal materials, program building, and practical experience in conducting. It is recommended that students taking this course should also take 115. *Prerequisite*: Ability to sing simple melodies and a knowledge of the rudiments of music.

114. METHODS OF GROUP INSTRUCTION (String)—I (3) or II (3)

Practical instruction in playing and methods of teaching the string instruments of the orchestra.

115. UNIVERSITY CHOIR—I (1½) and II (1½)

A laboratory course covering all branches of choir training, including methods and materials. Participation in the choir rehearsals and concerts is required.

121. METHODS OF GROUP INSTRUCTION (Advanced String)—I (3) or II (3)

A continuation of the elementary course in Methods of Group Instruction (String). *Prerequisite*: Music 114.

122. METHODS OF GROUP INSTRUCTION (Piano)—II (2)

Practical instruction in playing and methods of teaching class piano.

123. METHODS OF GROUP INSTRUCTION (Advanced Piano)—I (2)

A continuation of the elementary course in Methods of Group Instruction (Piano). *Prerequisite*: Music 122.

124. MUSIC EDUCATION—II (3)

A survey of music in the kindergarten, and in grades one, two, and three; current practices in teaching music in these grades; materials used for singing, listening, and rhythmic activities; and planning music suitable for the activities program.

125. METHODS OF GROUP INSTRUCTION (Woodwind)—I (3) or II (3)

Practical instruction in playing and methods of teaching the woodwind instruments of the band and orchestra.

131. METHODS OF GROUP INSTRUCTION (Voice)—I (2) or II (2)

Practical instruction in singing and methods of teaching voice classes in high school. *Prerequisite*: Ability to sing simple melodies and a knowledge of the rudiments of music.

132. METHODS OF GROUP INSTRUCTION (Advanced Voice)—I (2) or II (2)

A continuation of the elementary course in Methods of Group Instruction (Voice). *Prerequisite*: Music 131.

135. METHODS OF GROUP INSTRUCTION (Harp)—I (2) or II (2)

Practical instruction in playing and methods of teaching the harp. *Prerequisite*: Ability to play piano.

141 and 142. MARCHING BAND TACTICS—I (2) and I (2)

A study of the rudiments of marching band. Students taking this course are required to participate in marching band during the football season and may receive credit for both courses.

150. MUSIC LITERATURE FOR CHILDREN—Summer only (3)

Music interests of children in the various grades; music literature that will enable the teacher to develop these interests and promote growth; music suitable for use in the various units in an activities program. Designed especially for teachers, principals, and supervisors in elementary schools.

151. LITERATURE OF MUSIC—I (2) or II (2)

A course to acquaint the student with an abundance of music literature from the cultural point of view. Illustrations from library of records will be used.

161. THE ENSEMBLE—Summer only (3)

The development of the small ensemble in the public schools, with emphasis on the acquisition of first-hand familiarity with the mass of teaching material and performance literature, both for the standard ensemble groups and for odd combinations. Open to performers on woodwind, brass, or stringed instruments.

181. PARTICIPATION—Throughout year ($\frac{1}{2}$ to 6)

Participation in the major organizations: Concert Band, Concert Orchestra, University Women's Chorus, Male Chorus, University Men's Glee Club, Treble Choir, University Choir. Not more than two semester hours may be earned in one semester.

208. HARMONY—Summer only (3)

Provision for the harmonic background which will enable the teacher to improvise interesting piano accompaniments to folk melodies and songs for children. Emphasis on the construction of two- and three-part arrangements of unison melodies. Music majors may take this course by special permission.

209. HARMONY—I (3) or II (3)

A study, through ear, eye, and keyboard of the major and minor scales in all keys; intervals, triads, and their inversions; simple chord progressions; the dominant seventh and its inversions in the major and minor modes. Some creative work. *Prerequisite:* Music 111 or 112.

211. HARMONY—I (3) or II (3)

This is a continuation of 209. A study, through the ear, eye, and keyboard of the secondary triads and seventh chords; modulation and key transitions, re-arrangement of four-part music for mixed, male, and female voices. Opportunity and encouragement given for individual creative expression. *Prerequisite:* Music 209.

214. MUSIC FOR THE LAYMAN—Summer only (3)

Significant experience in music through listening, participation, examination of programs, and discussion. Intended primarily for non-music majors but open to all interested persons.

215. HISTORY OF MUSIC—I (2)

The development of music from the beginning to and including the time of Beethoven. Nationalities, schools, and composers considered, and the relation of music to the history of civilization shown.

217. ORCHESTRATION—II (3)

A practical course in scoring for orchestras and bands, involving tonal balance, color, timbre, and technical problems. Scores completed in this class will

be performed by campus organizations during the season under the direction of the persons scoring the works. *Prerequisite:* Music 211.

220. METHODS AND MATERIALS IN INSTRUMENTAL MUSIC—Summer only (3)

Material for use in band, orchestra, ensemble, and other instrumental groups, with discussion of current methods in teaching instrumental music on the elementary and high school levels.

221. INSTRUMENTAL EQUIPMENT SELECTION AND REPAIR—Summer only (3)

The selection and maintenance of instrumental equipment, including laboratory work in the repair of musical instruments.

223. METHODS OF GROUP INSTRUCTION (Advanced Woodwind)—I (2)

A continuation of the elementary course in Methods of Group Instruction (Woodwind). *Prerequisite:* Music 125.

232. METHODS OF GROUP INSTRUCTION (Brass)—II (3)

Practical instruction in playing and methods of teaching the brass instruments of the band and orchestra. Students who have had 233 may not take this course for credit.

233. METHODS OF GROUP INSTRUCTION (Brass and Percussion)—Summer only (3)

Practical instruction in playing and methods of teaching the brass and percussion instruments of the band and orchestra. Students who have had 232 or 234 may not take this course for credit.

234. METHODS OF GROUP INSTRUCTION (Percussion)—II (2)

Practical instruction in playing and methods of teaching the percussion instruments of the band and orchestra. Students who have had 233 may not take this course for credit.

235. MUSIC EDUCATION—I (3)

A survey of music in grades four through eight; current practices in teaching music in these grades; materials used for singing, listening, and creative activities; and planning music suitable for the activities program.

236. ADVANCED CONDUCTING (Instrumental)—II (3)

A continuation of the study of baton technique, score reading, organization and rehearsal routine, criteria for selection of instrumental material suitable to the ability of different groups, and program building. Observation and discussion of the activities of performing groups on and off campus; practical work in conducting instrumental groups.

237. MUSIC EDUCATION—Summer only (3)

A study of modern trends in music education for the high schools. Special topics: music education in the changing curriculum; the music teacher himself; class instruction and other courses; organization and operation of the vocal and instrumental groups; housing; equipment; materials; reports; assembly programs and public performances; and other problems pertaining to a well-balanced program of music education in the high school of today.

244. HISTORY OF MUSIC—II (2)

This course begins with the Romanticists and includes a detailed study of twentieth century music.

245. MODERN MUSIC—Summer only (3)

A study of twentieth century music—how it has developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous styles, viz., nationalism, realism, impressionism, atonality, polytonality, neo-classicism, and jazz. Notice will be taken of the effect of the machine, radio, and the war upon music.

252. LITERATURE OF MUSIC—I (2) or II (2)

A study of the larger forms of music with special emphasis on the symphony, ballet, oratorio, and opera. Illustrations will be drawn from the University's libraries of recorded music.

256. CURRENT TRENDS IN INSTRUMENTAL MUSIC—Summer only (3)

A course concerned with the administration and supervision of instrumental music in the elementary and secondary schools, methods and materials in current use, and current research that may affect instrumental music teaching.

257. MUSIC IN THE INTEGRATED PROGRAM—Summer only (3)

A course planned to help the room teacher and teachers of special subjects in fitting music materials and activities to the needs of pupils as they carry forward the varied activities of the modern school program.

258. COMMUNITY MUSIC—Summer only (3)

This course is for the layman in music who is interested in exploring the possibilities of song leading; organizing a program of community music in his locality; building community interest and morale through music; and providing opportunities for social and cultural growth through group participation in music. Music majors must have special permission to take this course since most of them will have had the same content in other courses.

PHYSICAL SCIENCE

Students electing Physical Science as a first teaching field take as a minimum the following courses: 140, 141, 150, 151, 228 or 275, and electives in Physical Science. Total: 35 hours.

Students electing Physical Science as a second teaching field take as a minimum the following courses: 140, 141, 150, 151, and 228 or 275. Total: 22 hours.

109. NATURAL SCIENCE SURVEY—I (4)

Given jointly by the departments of biological science, geography, and physical science. An appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living.

110. NATURAL SCIENCE SURVEY—II (4)

A continuation of 109. These courses, 109 and 110, are not required of physical science freshmen who may substitute courses 140, 141, or 150, 151. Students who have had Physical Science 110 may not take Natural Science Survey 109 or 110 for credit.

120. GENERAL CHEMISTRY—I (3)

Non-metals and the fundamental principles of chemical science. For home economics majors only. Three class meetings per week including one double laboratory period.

132. HOUSEHOLD CHEMISTRY—II (3)

Fuels, water, cleaners, and elementary organic chemistry of the hydrocarbons, alcohols, fats, carbohydrates, and proteins. For home economics majors. Three class meetings per week including one double laboratory period. *Prerequisite:* Physical Science 120 or 140.

140. GENERAL CHEMISTRY—I (5) or II (5)

Covers first half of a year's sequence including fundamental principles. Five class meetings per week including two double laboratory periods.

141. GENERAL CHEMISTRY—II (5)

A continuation of 140 including the metals. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 140.

144. ELEMENTARY QUALITATIVE ANALYSIS—II (3)

Compounds of the metals and their identification. For agriculture majors. Three double laboratory periods per week. *Prerequisite:* Physical Science 140.

150. GENERAL PHYSICS—I (5) or II (5)

The first semester of a year course in physics including elementary mechanics, wave motion, sound, and heat. Five class meetings per week including two double laboratory periods.

151. GENERAL PHYSICS—II (5)

A continuation of 150 including elementary magnetism, electricity, electronics, optics, and radiation. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 150.

152. FUNDAMENTALS OF RADIO—I (5)

Fundamental electrical theory, vacuum tube theory and operation. *Prerequisite:* One year each of high school physics and mathematics.

201. QUALITATIVE ANALYSIS LECTURES—I (3)

Chemical equilibrium as applied to the separation and identification of the anions and cations. *Prerequisite:* Physical Science 141.

203. QUALITATIVE ANALYSIS LABORATORY—I (2)

Laboratory practice on the work indicated in 201. *Prerequisite:* Physical Science 141 with 201 preceding or accompanying.

204. QUANTITATIVE ANALYSIS LECTURES—II (2)

Fundamental principles of the quantitative estimation of metal and non-metal components of mixtures, compounds, and alloys. *Prerequisite:* Physical Science 144 or 201 and 203.

206. QUANTITATIVE ANALYSIS LABORATORY—I (3)

Laboratory practice in fundamental processes of gravimetric and volumetric analysis. *Prerequisite:* Physical Science 144 or 201 and 203 with 204 preceding or accompanying.

207. ELEMENTARY ORGANIC CHEMISTRY LECTURES—I (3)

The first of a series embracing the study of the aliphatic compounds. *Prerequisite:* Physical Science 141.

209. ELEMENTARY ORGANIC CHEMISTRY LABORATORY—I (2)

Laboratory practice on the preparations and reactions of the aliphatics. *Prerequisite:* Physical Science 141 with 207 preceding or accompanying.

212. ORGANIC CHEMISTRY LECTURES—II (3)

A continuation of 207 and a study of the carbocyclic and heterocyclic compounds. *Prerequisite:* Physical Science 209.

214. ORGANIC CHEMISTRY LABORATORY—II (2)

Laboratory practice on the compounds indicated in 212. *Prerequisite:* Physical Science 209 with 212 preceding or accompanying.

221. PHYSICAL CHEMISTRY LECTURES—Summer only (3)

First of a series of courses in theoretical chemistry dealing with the properties of gases, liquids, solids, solutions, elementary thermodynamics and colloids. *Prerequisite:* Physical Science 206.

223. PHYSICAL CHEMISTRY LABORATORY—Summer only (3)

Laboratory practice to accompany 221. *Prerequisite:* Physical Science 206 with 221 preceding or accompanying.

228. METHODS AND MATERIALS IN CHEMISTRY—II (2)

Consideration of the modern scientific viewpoint, the aims of high school chemistry instruction, and the principles and methods of teaching science, educational psychology applied to science teaching, the selection and organization of subject matter, examinations and new type tests, selection of texts, equipment and supplies, classroom and laboratory instruction and management, and current problems in chemical education. *Prerequisite:* Physical Science 141 and two of the following: 201, 204, 207, 212.

252. HOUSEHOLD PHYSICS—II (3)

Applied physics of the home for home economics majors. Heat, electricity, and light receive the major emphasis in the course. Three class meetings per week including one double laboratory period.

253. SOUND, HEAT, AND LIGHT LECTURES—I (3) or II (3)

Covers wave motion, nature and properties of sound, nature of heat temperature and heat measurements, heat transmission, and applications of heat, nature and properties of light, and action of lenses and mirrors and their use in optical instruments. *Prerequisite:* Physical Science 151 and Mathematics 111.

255. SOUND, HEAT, AND LIGHT LABORATORY—I (2) or II (2)

Laboratory practice, quantitative in nature, on topics covered in 253. *Prerequisite*: Physical Science 151, Mathematics 111, with Physical Science 253 preceding or accompanying.

256. ELECTRICITY AND ATOMIC STRUCTURE LECTURES—I (3) or II (3)

Theories and laws of magnetism and electricity, including high voltage power transmission, and an elementary study of radio-active substances and atomic structure. *Prerequisite*: Physical Science 151 and Mathematics 112.

258. ELECTRICITY AND LIGHT LABORATORY—I (2) or II (2)

Laboratory practice in the use of electrical and light apparatus, based upon the topics mentioned in 256. *Prerequisite*: Physical Science 151, Mathematics 112, with Physical Science 256 preceding or accompanying.

261. ADVANCED ELECTRICITY LECTURES—I (3)

Circuits, electrostatic fields, potential, motors and generators, capacitance, inductance, transmission and distribution of power and thermionic tubes. *Prerequisite*: Physical Science 258 and Mathematics 111.

263. ADVANCED ELECTRICITY LABORATORY—I (2)

Laboratory practice on the topics studied in 261. *Prerequisite*: Physical Science 258, Mathematics 111, with Physical Science 261 preceding or accompanying.

264. MODERN PHYSICS—II (3)

Recent developments in physics, with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. *Prerequisite*: Eight hours each of physics and chemistry, and Mathematics 115.

265. ADVANCED MECHANICS AND THERMODYNAMICS LECTURES—I (3)

Trajectory, accelerated motion, angular motion, moment of inertia, simple harmonic motion, radiation, kinetic theory, gas equations, Carnot cycle, entropy, and Kelvin scale of temperature. Not offered in 1943-44. *Prerequisite*: Physical Science 253 and Mathematics 115.

267. ADVANCED MECHANICS AND THERMODYNAMICS LABORATORY—I (2)

Laboratory exercises based on topics listed in 265. Not offered in 1943-44. *Prerequisite*: Physical Science 253, Mathematics 115, with Physical Science 265 preceding or accompanying.

272. WAVE MOTION AND PHYSICAL OPTICS LECTURES—II (3)

Wave motion as applied to sound and light, including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. Not offered in 1943-44. *Prerequisite*: Physical Science 253 and Mathematics 115.

274. WAVE MOTION AND PHYSICAL OPTICS LABORATORY—II (2)

Laboratory work involving the use of the spectrometer and other apparatus for the study of optics treated in 272. Not offered in 1943-44. *Prerequisite*: Physical Science 253, Mathematics 115, with Physical Science 272 preceding or accompanying.

275. METHODS AND MATERIALS IN PHYSICS—I (2)

Purposes and methods of a beginning course in physics. The aim and method of conducting laboratory experiments, the selection of experiments and apparatus, and suggestions for properly equipping a physics laboratory are given. *Prerequisite:* Physical Science 151.

276. METHODS AND MATERIALS IN PREFLIGHT HIGH SCHOOL AERONAUTICS—I (3) or II (3)

Intended for science teachers who may be required to teach a preflight course in high school. Emphasis placed upon methods and materials. Science seniors who have had a year of college physics may take this course.

280. CONSUMER'S SCIENCE—Summer only (3)

Outlines usable standards for choosing, using, and taking care of the products bought for the home. Adapted to elementary and secondary school teachers, as well as consumer groups, parent-teacher organizations, and adult education classes. The Food and Drug Act as applied to household commodities.

281. METHODS AND MATERIALS IN GENERAL SCIENCE—Summer only (3)

Designed for those teaching general science in the elementary schools and in junior and senior high schools. Consideration will be given to the objectives of general science teaching, classroom procedures for different age groups, tests, selection of texts and workbooks, and equipment and supplies.

282. PRINCIPLES OF SAFETY EDUCATION—Summer only (3)

Deals with hazards of modern life, particularly those of youth, investigation and interpretation of casualty statistics, and means employed for inculcating habits of safety. Not primarily concerned with traffic problems. For elementary and secondary teachers.

283. TESTS OF CONSUMER PRODUCTS—Summer only (3)

A laboratory course in grading and testing of consumer products. The course is designed to meet the needs of home economics and chemistry teachers, those interested in consumer education for high school students, and for teachers as consumers. Opportunity will be offered to members of the class to follow their own individual interests in testing various commodities.

284. SCIENCE OF COSMETICS—Summer only (3)

Cosmetics from the consumer's viewpoint. Deals with characteristics that make for quality in each type of cosmetic, an evaluation of various brands, as well as the ingredients used and their effect on the skin. Practical experience in blending face powders and preparing creams, lotions, lipstick, rouge, deodorants, and other cosmetics.

285. CIVILIAN DEFENSE—Summer only (3)

Designed to aid both elementary and secondary teachers in being of the greatest help to the school, community, and nation in time of national stress. Includes phases of civilian defense as well as the ways and means of putting the principles into effect in the school and community whether large or small.

PSYCHOLOGY AND PHILOSOPHY

Students electing Psychology as a second teaching field take as a minimum the following courses: 111, 115, 212, 222, 234, 237, and electives in Psychology. Total: 18 hours. The possibility of a second field in Psychology becomes effective with the graduates of 1945.

Due to the relatively small number of high schools offering psychology at present in Illinois, the Department strongly recommends that students electing psychology as a second teaching field also qualify in two additional fields.

111. GENERAL PSYCHOLOGY—I (3) or II (3)

A scientific foundation for interpretation of human behavior. Motives of men's acts, observing and attending, emotion, learning, and memory, influence of heredity and environment upon development, personality development.

115. EDUCATIONAL PSYCHOLOGY—I (3) or II (3)

Training for prospective high school teachers in the use of psychology as a guide in the development of young people, with special emphasis on learning. *Prerequisite:* Psychology 111.

211. PSYCHOLOGY OF MODERN BUSINESS—I (2)

The methods and results of the psychology of retail credit, marketing, advertising, salesmanship, and employment. An evaluation of current popular methods of judging personality and a comparison of these with scientific methods. Open to students of all curricula. *Prerequisite:* Psychology 115.

212. SOCIAL PSYCHOLOGY—II (2)

The behavior of people as groups; in particular, the behavior of local clubs, corporations, and governments; the formation of public opinion and the use of propaganda; the methods of procedure used in the organization and development of civilian and military morale. For students of all curricula and of special interest to majors in the social sciences and literature. *Prerequisite:* Psychology 111.

221. CHILD PSYCHOLOGY—Summer only (3)

The development and behavior of children from birth to adolescence. Designed to develop ability in applying knowledge of child psychology to the supervision and guidance of elementary education. Observation of teaching in the kindergarten and elementary school. Essential in the elementary curriculum; recommended in the high school curriculum. *Prerequisite:* Education 108 or Psychology 115.

222. PSYCHOLOGY OF ADOLESCENCE—II (2)

Understanding the adolescent, involving knowledge of the facts and principles of adolescence. Making case studies: interviewing, use of records, and case reporting. *Prerequisite:* Psychology 115 or Education 108, and Psychology 234.

225. PSYCHOLOGY OF THE FINE ARTS—II (3)

The contributions of psychology to the understanding of the fine arts; the factors and principles that constitute artistic capacity and aesthetic production; psychological measurement of artistic talent as used in the guidance and development of artistic ability; and development of a deeper appreciation of beauty and

its relation to human behavior. For students in all curricula but especially for those in the fine arts. *Prerequisite:* Psychology 111.

231. PSYCHOLOGY OF SECONDARY SCHOOL TEACHING—I (3)

The application of psychology to the teaching of specific high school subjects. Supplementary to courses in special methods on the psychological side. In the latter half of the course the students make an intensive study of the psychological experiments dealing with the teaching of their particular subjects. Offered in 1944-45. *Prerequisite:* Psychology 115.

234. MENTAL HYGIENE—I (3) or II (3)

Training for the prospective teacher in: recognizing serious problems; recognizing minor problems early and giving some help in correcting them; and preventing the development of adjustment problems by applying the positive principles of mental hygiene and working on the teacher's own personality development. *Prerequisite:* Psychology 115 or Education 108.

237. EDUCATIONAL MEASUREMENT AND DIAGNOSIS—I (2)

A study of standardized intelligence and achievement tests; training in the construction of informal objective tests and in the administration of scientific objective measurements; use of statistical methods in the interpretation of scores; and educational diagnosis and remedial procedures for the correction of detected deficiencies. *Prerequisite:* Psychology 115.

241. MODERN VIEWPOINTS IN PSYCHOLOGY—II (2)

Contemporary schools and movements of psychology: Dynamic Psychology, Behaviorism, Purposivism, Gestaltism, and Freudianism in their historical setting. Influence of these views on psychology and education. Offered in 1944-45. *Prerequisite:* Psychology 115.

251. INTRODUCTION TO PHILOSOPHY—I (3)

A brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

252. ETHICS—I (3)

Principles underlying human conduct, with applications to the life of the individual and to society.

SOCIAL SCIENCE

Students electing Social Science as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 116, 121, 166, and electives in Social Science. Total: 40 hours.

Students electing Social Science as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Social Science. Total: 20 hours.

No one may receive credit in more than two of the following courses: 191, 193, 240, 291, and 293. The laboratory courses are primarily for experienced teachers while the campus courses are organized to acquaint inexperienced teachers with the social science field.

111. CONTEMPORARY CIVILIZATION—I (3) or II (3)

Contemporary society and its problems. Descriptive, integrated approach to recent economic changes, their impact upon society, and the governmental attempts to guide and control these changes.

112. CONTEMPORARY CIVILIZATION—I (3) or II (3)

A continuation of 111. Problems of contemporary life with stress upon the opportunities and responsibilities of citizens.

113. HISTORY OF CIVILIZATION AND CULTURE—I (3)

Primitive man; the ancient cultures of the Middle and Far East; the civilizations of Greece and Rome; the Middle Ages. Constant attention to the evolution of those institutions, arts, and processes whereby man has served his needs and expressed himself.

114. HISTORY OF CIVILIZATION AND CULTURE—II (3)

A continuation of 113. Emphasis upon the transition to the Modern World, the rise of the state system, and attempts to estimate the nature and development of modern civilization; the economic, democratic, and nationalistic tendencies, and the new social needs.

115. HISTORY OF THE UNITED STATES—I (3)

The colonial and the early national periods to 1850. Emphasis upon the economic development of the colonies, the struggle for Independence, the social and cultural development of European stock in this country, the formation of a National government, territorial expansion, and the westward movement.

116. HISTORY OF THE UNITED STATES—II (3)

A continuation of 115. Sectional conflicts leading to the Civil War, to the agrarian and industrial revolutions, to territorial acquisitions abroad, and to contemporary problems of American life.

119. HISTORY OF ILLINOIS—I (3)

The techniques and materials for teaching local history through an understanding of Illinois as a cultural unit, an appreciation of the growth of democratic practice in the state, and a realization of the dangers threatening our democratic system in our local communities.

121. PRINCIPLES OF ECONOMICS—I (3) or II (3)

Economic thought and current economic theory. Emphasis upon the theory of value and of distribution.

131. SUMMER WORKSHOP—Summer only (3) or (6)

Especially for those teachers: who are revising their courses of study in the light of war needs; who have recently returned to teaching and wish to refresh themselves in regard to subject-matter background or become acquainted with new developments in their fields; and who desire guidance in meeting special problems arising in such areas as reading, guidance, adjusting school activities to slow learners, selecting curriculum materials, youth and youth problems, and selection and use of audio-visual aids. Workshop divisions: elementary education, rural education, secondary education, and social studies. *Prerequisite:* Teaching experience.

151. POLITICAL INSTITUTIONS AND PRACTICES OF ILLINOIS—I (2) or II (2)

The growing needs of Illinois citizens considered as the determining factors in the evolution, expansion, and activity of the State's governmental institutions. Prepares teachers to interpret Illinois political institutions and practices to junior and senior high school students.

161. RURAL SOCIOLOGY—I (3) or II (3)

Neighborhood and community types: the home, the church, the school, national and local rural organizations, economic adjustments, standards of living, land policies, adult education, leadership, cooperation, and community progress. Furnishes a background for active participation in desirable social adaptation.

166. INTRODUCTION TO SOCIOLOGY—I (3) or II (3)

Descriptions of groups and institutions, together with their folkways; theory introduced to illustrate and clarify current trends; social changes, with their accompanying problems, examined; the importance and methods of social control emphasized.

191. MATERIALS AND PROCEDURES IN TEACHING ELEMENTARY SOCIAL STUDIES

—Summer at East Bay only (3)

Subject matter based upon student's choice of a social studies problem growing out of his experience. Work on the problem directed by the instructor and appropriate consultants.

193. MATERIALS AND PROCEDURES IN TEACHING HIGH SCHOOL SOCIAL STUDIES

—Summer at East Bay only (3)

A laboratory course similar to 191.

211. MODERN ECONOMIC SOCIETY—I (3)

A broad survey of the characteristics of our economic system, emphasizing such topics as free enterprise, specialization, corporations, credit, capitalism, and government control. Emphasis upon business cycles, international trade, and finance. *Prerequisite:* Social Science 121.

213. MONEY AND BANKING—I (2)

Present money system of the United States and its development, including such topics as inflation, index numbers, and managed currency. Banks and banking are studied from the point of view of society. *Prerequisite:* Social Science 121.

214. LABOR ECONOMICS AND LABOR PROBLEMS—II (2)

The worker and his problems with emphasis on the economic principles and issues involved. Special topics: unemployment, wages, hours, compensation, unions, collective bargaining, strikes, and questions which concern labor. *Prerequisite:* Social Science 121.

215. PUBLIC FINANCE—I (2)

Governmental expenditures and taxes, with special emphasis on the tax systems of the Federal government and of the State of Illinois. *Prerequisite:* Social Science 121.

216. AMERICAN INDUSTRIAL HISTORY—II (3)

The industrialization of America; the problems of agriculture, of monopoly, of labor; the role of government in regulating and guiding economic activity. *Prerequisite:* Social Science 115 or 116.

217. AMERICAN LIFE AND INSTITUTIONS—I (3)

Emphasis on biographical materials and units developing concepts of life in typical periods and various environments in early America. For elementary teachers.

218. AMERICAN LIFE AND INSTITUTIONS—II (3)

A continuation of 217. An evaluation of elementary texts and illustrative materials. Unit organization, based on life and cultures in modern America.

220. ANCIENT HISTORY—I (3)

Greek and Roman history with emphasis on the Athenian democracy and the constitutional history of the Roman Republic. Contributions of the Greeks and Romans to literature, art, religion and science presented against a political, economic and social background. *Prerequisite:* Social Science 113.

223. MEDIEVAL HISTORY—II (3)

Chronologically, a continuation of Roman History to 1500. The Church, feudalism, the towns, and the medieval background of modern nationalities considered. *Prerequisite:* Social Science 113.

225. RENAISSANCE AND REFORMATION, EUROPE 1400-1648—I (2)

Two great movements with emphasis on their continued effects on civilization. *Prerequisite:* Social Science 114.

226. DYNASTIC RIVALRIES, EUROPE 1648-1789—II (2)

The predominance of France in the Age of Louis XIV; the rise of Russia and Prussia; the world struggles for colonial possessions. *Prerequisite:* Social Science 114.

227. REVOLUTIONARY EUROPE, 1789-1850—I (2)

The French Revolution, the Revolution of 1830, and that of 1848. Shows the rise of nationalism and democracy in Western Europe. *Prerequisite:* Social Science 114.

228. NATIONALISM AND IMPERIALISM, EUROPE 1850-1918—II (2)

Forces that led to the World War. Major topics: nationalism, militarism, economic imperialism, systems of alliances, the Balkan problem and the great international crises. *Prerequisite:* Social Science 114.

229. EUROPE SINCE THE WORLD WAR—I (2)

The treaties which closed the World War as background material. Units considered: Soviet Russia, Fascist Italy and Germany, unrest in Africa and Asia, agencies for peace, war debts and reparations, and danger spots of today. *Prerequisite:* 12 semester hours of Social Science.

231. COLONIAL LIFE AND INSTITUTIONS—I (3)

The transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil. *Prerequisite:* Social Science 115.

232. HISTORY OF THE AMERICAN FRONTIER—II (3)

The westward movement and the influence of the frontier on American life and institutions. *Prerequisite:* Social Science 115.

233. EXPANSION AND CONFLICT—I (3)

Life, leaders, and institutions in the middle period of American History. Emphasis upon sectionalism, nationalism, compromise and reaction, party evolution, economic development and social antagonisms, which culminate in the Civil War. *Prerequisite*: Social Science 115.

234. RECENT AMERICAN HISTORY—II (3)

Period after the Civil War, stressing such topics as: the industrial development; the rise of the Far West, economic and commercial imperialism; social and economic movements of the twentieth century; the World War and the reaction therefrom. *Prerequisite*: Social Science 116.

235. HISTORY OF THE SOUTH—II (3)

A general survey of the states which formed the Confederacy; physical characteristics, economic and social institutions which identify the South as a distinct section; conditions disrupting the Confederacy; the factors contributing to the building of the new South. *Prerequisite*: Social Science 115.

236. MAKERS OF AMERICAN HISTORY—Summer only (3)

The interrelationships between men and events graphically and colorfully presented. Individuals to be studied selected by members of the class.

240. METHODS AND MATERIALS IN SOCIAL SCIENCE—II (2)

The selection and use of teaching material; procedures useful in teaching social science, such as projects, directed study, unitary procedures, methods of socialization, and the development of instruments of evaluation. This course can be applied as American, World, or European history depending upon the emphasis and project work.

242. ENGLISH HISTORY—II (3)

The development of the British Constitution; the church; the rise of machine civilization; economic imperialism; party government; extension of the franchise; problems of Empire; remedial legislation of a political, economic, and social nature; problems of World War II. *Prerequisite*: Social Science 113 and 114.

243. HISTORY OF THE FAR EAST—I (3)

The peoples and problems of the Orient with reference to their internal development and the part they play in world politics. *Prerequisite*: Social Science 116.

245. HISTORY OF LATIN AMERICA—I (3)

For those who wish to enrich their knowledge of American history; for those who wish to gain an appreciation of the cultures of Latin America; for those who wish to understand the part Latin America can play in the world situation. Not offered in 1943-44. *Prerequisite*: Social Science 116.

251. AMERICAN GOVERNMENT—I (3)

The services rendered by government; the processes employed in giving protection to life, liberty, and property; the institutions developed to promote the general welfare.

252. MUNICIPAL PROBLEMS AND ADMINISTRATION—II (3)

The growth of cities with the resulting rapid increase of economic, social, and political problems. Attention centered on public safety, public welfare, public works, utilities, finance, city planning, and the various forms of city government.

253. POLITICAL PARTIES—I (2)

The American party system, its development, organization, and activities. Emphasis upon a realistic constructive knowledge of present-day parties.

254. INTERNATIONAL RELATIONS—II (2)

The problems of nationalism, imperialism, war, and peace. The growth of international organizations is emphasized and the whole material is pointed to the future.

256. THE CONSTITUTION OF THE UNITED STATES—II (3)

From the background of the Constitutional Convention of 1787 to the most recent decisions of the Supreme Court. Significant constitutional principles and trends emphasized. Designed to give the student a knowledge of how the federal government actually functions. *Prerequisite*: Social Science 115.

261. THE COMMUNITY—I (3)

The structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions.

262. THE FAMILY—II (3)

The family in its institutional and historical setting, together with the changes which have been exerted on the modern family because of the impact of mechanization and urbanization. Consideration given to the needs of contemporary citizens with a view to establishing wholesome family life.

263. SOCIAL PATHOLOGY—I (2)

Crime and delinquency; problems of personal maladjustment; the influences of community disorganization; and other problems arising from the impact of mechanization.

264. MINORITY PEOPLES—II (2)

Population and immigration; race relations; and the problems arising from the fusion of cultures.

265. SURVEYS AND FIELDWORK—Throughout year (1 to 6)

For advanced students who have had one or more courses in sociology, preferably 261 or 263, and who wish to apply this material to community situations and social problems. Opportunities will be given for making contacts, under supervision, with the social institutions of the community. Admission by consent of the instructor.

266. SOCIAL THEORY—II (3)

The leading social theorists and their theories. Comte, Cooley, Durkheim, Giddings, Gumpłowicz, Le Bon, Ratzenhofer, Ross, Small, Spencer, Sumner, Tarde, and Ward. Application of the theories to educational practices and pro-

cedures on the elementary and on the secondary level. *Prerequisite*: Social Science 166.

268. REGIONALISM IN THE UNITED STATES—II (3)

An analysis of regionalism from the viewpoints of history, sociology, economics, government, art, literature, music, and drama, especially as they pertain to the United States.

269. EDUCATIONAL SOCIOLOGY—I (3)

The material shows how the work of the school can be used to meet the problems of society—political, economic, and social. Emphasis is placed upon the school as an agency of social control and also on the changes in society.

270. CURRENT ISSUES—II (3)

Present day questions of public policy. Can be applied as credit in the field in which a project is chosen.

280. ECONOMICS OF WAR—I (3)

The effects of war on economic life. Peacetime to war production, plant expansion, bottlenecks, priorities, rationing, price control, foreign trade and shipping, war finance.

291. DIRECTED SOCIAL SCIENCE READING COURSE—Summer only (3)

For advanced students who wish to do extensive reading in the field of social science instruction. Each student will, with the advice of a consultant, choose a course of reading in his selected field from the recent work in social science.

293. SUMMER WORKSHOP—Summer only (3) or (6)

Same as 131 except for senior college students, who will be expected to do a more advanced type of work than those working at the junior college level. *Prerequisite*: Teaching experience.

SPANISH

Students having one year of high-school Spanish begin with 112; those with two years begin with 115.

Credit is not given for Spanish 111 unless Spanish 112 is completed.

Students electing Spanish as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in Spanish. Total: 32 hours.

Students electing Spanish as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in Spanish. Total: 24 hours.

111 AND 112. FIRST-YEAR SPANISH—I (4) AND II (4)

Pronunciation, essentials of grammar, exercises in hearing, speaking, and writing simple Spanish, reading of graded material. Offered 1943-44.

113. FIRST-YEAR SPANISH—Summer only (9)

An intensive course in beginning Spanish so planned that students by devoting their entire time to the course complete a year's work in eight weeks.

Pronunciation, elements of grammar, reading of easy Spanish, oral and written drill on material read.

115 AND 116. SECOND-YEAR SPANISH—I (4) AND II (4)

Class reading of modern Spanish prose—short stories, plays, novels, and essays. Review of grammar; oral and written composition; elements of commercial correspondence.

Prerequisite: Spanish 112 or 113, or two years of high-school Spanish. Not offered 1943-44.

211 AND 212. MODERN SPANISH NOVEL—I (2) and II (2)

Class and collateral reading from the works of representative Spanish and Spanish-American novelists of the nineteenth and twentieth centuries. Offered 1943-44.

215 AND 216. MODERN SPANISH DRAMA—I (2) and II (2)

Representative works of the outstanding Spanish and Spanish-American dramatists of the nineteenth and twentieth centuries. Offered 1943-44.

SPEECH

Students electing Speech as a first teaching field take as a minimum the following courses: 111, 112, 121 or 123 and 143, 122, 131, 132, 212, 229, 230, and electives in Speech. Total: 34 hours.

Students electing Speech as a second teaching field take as a minimum the following courses: 111, 112, 121 or 123 and 143, 122, 132, 212, 229, 230. Total: 24 hours.

110. FUNDAMENTALS OF SPEECH—I (3) or II (3)

Speech as a means of social adaptation and control. Speaking projects to develop awareness of acceptable and unacceptable speech habits and to guide in the acquisition of desirable ones.

111. VOICE AND DICTION—I (3)

Characteristics of acceptable spoken language, the contribution of voice production; nature of the English speech sounds and the phonetic characters used to represent them; knowledge about and the acquisition of effective personal habits of voice and diction.

112. PUBLIC SPEAKING—II (3)

Training in the selection and organization of materials for speeches, in the skillful use of language, and in the giving of informative, emotionally stimulating, persuasive, and entertaining speeches. *Prerequisite:* Speech 111.

121. DISCUSSION AND DEBATE—I (3)

The working principles and methods of discussion and debate; exercises in gathering, recording, organizing, elaborating, supporting, and adapting material, as well as in the use of reflective thinking, argument, and persuasion. Credit not given for both 121 and 123. *Prerequisite:* Speech 112 or debate experience in high school.

122. ORAL INTERPRETATION OF LITERATURE—II (3)

The fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry. *Prerequisite:* Sophomore standing.

123. DISCUSSION—II (2)

The working principles and methods of discussion; projects in reflective thinking in various kinds of discussion situations. Credit not given for both 121 and 123.

131. DRAMATIC PRODUCTION—I (3)

Technical production in the school theatre. Theory and practice in: design, construction, and painting of scenery; stage lighting; stage costuming; makeup; organization of production crews and committees.

132. DRAMATIC PRODUCTION—II (3)

Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable for community and school production.

143. ARGUMENTATION AND DEBATE—I (3)

Application of the principles of argumentation and debate. Students interested in debating should elect this course. Students with first or second fields in speech may satisfy departmental requirements for Debate and Discussion by electing this course and Speech 123.

212. SPEECH CORRECTION—I (3) or II (3)

212. SPEECH RE-EDUCATION CLINIC—Summer only (2)

Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. *Prerequisite:* Speech 110.

214. SPEECH CLINIC—Summer only (3)

Diagnostic tests and methods of speech re-education applied to those enrolled in the Summer Speech Re-Education Clinic. Students enrolling in this course should have the permission of the instructor. *Prerequisite:* Speech 212.

223. RADIO SPEAKING—II (2)

The acquisition of skill and knowledge of the techniques involved in the preparation and presentation of radio programs: announcing, writing continuity, writing and producing radio plays. *Prerequisite:* Speech 110.

225. ADVANCED PUBLIC SPEAKING—II (2)

Analysis of a group of contemporary speeches. Students prepare several extempore speeches of from twenty to forty minutes in length. *Prerequisite:* Speech 112.

227. SPEECH COMPOSITION—I (3)

Rhetorical and psychological principles are applied in the preparation and delivery of a few speeches. Present day situations which require written addresses are considered.

229. PSYCHOLOGY OF SPEECH—I (2)

Speech as visible and audible stimuli and responses, its origin and development, its functions, its fine arts and utilitarian aspects, the speech personality, the nature of various kinds of audiences. *Prerequisite*: 10 hours of Speech.

230. TEACHING OF SPEECH—II (2)

Problems encountered by elementary and secondary teachers of speech. Students are expected to familiarize themselves with much of the standard reading matter relating to the teaching of speech. *Prerequisite*: 10 hours of Speech.

231. MODERN CONTINENTAL DRAMA—I (2)

The theatre and drama of modern Europe from Ibsen to the present day, in its relationship to social and literary trends. Reading, reports, and discussions of dramas of leading continental authors. Offered 1943-44.

232. CHILDREN'S DRAMA—I (3)

Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten through junior high school; study of aims and methods of production in a Children's Theatre with participation in the preparation of one play with children.

236. BRITISH AND AMERICAN DRAMA—II (2)

Brief study of the early American theatre; tracing of development in 19th century British and American drama; more detailed study of contemporary drama and dramatists of Great Britain and America. Offered 1944-45.

237. ADVANCED ACTING AND DIRECTING—I (2)

Advanced study in styles of acting and individual problems. Projects in directing scenes from plays of different types and periods—Greek, Shakespearean, 18th century, melodrama, fantasy, and expressionism. Offered 1943-44. *Prerequisite*: Speech 131 and 132.

238. ADVANCED PROBLEMS OF INTERPRETATION—I (2)

Repertoire and program building; the cutting and arrangement of stories and drama for platform presentation; various theories of interpretation. Offered 1944-45. *Prerequisite*: Speech 122.

240. THE TEACHING OF SPEECH IN THE ELEMENTARY SCHOOL—Summer only (3)

A course to help teachers in the elementary school to a better understanding of the development of speech in children, and of the more simple physical, psychological, and social problems of speech which may arise on the elementary school level. Discussion and observation of classroom activities which may be utilized for the exercising and improvement of speech skills. *Prerequisite*: Speech 110. May be taken concurrently.

STUDENT LIFE

NORMAL AS A LOCATION

Normal is an attractive suburban residential town with a population of about 7,000 people. It adjoins Bloomington, a thriving city with a population of 32,000. The two communities, originally only a mile and a half apart, have grown together and merged into one city, although they have separate municipal organizations. The facilities of two cities thus provide suitable surroundings for Illinois State Normal University. Situated in the geographical center of Illinois, the University is strategically placed for convenience of access and for future development.

Normal and Bloomington are on four steam railroad lines, the Alton, the Big Four, the Nickel Plate, and the Illinois Central. There are also the electric lines of the Illinois Terminal System. Several state and federal highways lead into the two cities, making the University easily accessible to all parts of Illinois. Inter-state bus lines also operate through Bloomington and Normal, and city bus lines cover the two communities.

Lake Bloomington to the north of Normal, the parks, and the golf links in and around Bloomington and Normal, added to the facilities of the attractive and spacious University campus of sixty acres, afford opportunities for outdoor sports and recreational activities for the students and faculty.

The material advantages in the location of Illinois State Normal University are enhanced by the unusual intellectual and aesthetic aspects of its environment. The communities are literary and musical centers. The University contributes its full quota to these cultural elements in the civic life of the two cities.

SOCIAL LIFE AND REGULATIONS

The University has a full calendar of social functions during the year, the objective of which is to satisfy the social needs of each and every student. The various student organizations in the University offer their benefits not only to those whose abilities are already developed, but to all who wish to participate. It is as important that latent talent and undiscovered ability be found and developed as it is that talent already developed be further promoted by the activities of the University.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively. The social functions of the University are conducted chiefly by students with faculty cooperation. It is intended that every student shall participate in these functions. They tend to develop in the student many valuable qualities which constitute the teaching personality of the teachers college graduate.

It is expected and required of students that they observe the customs which prevail in good society. An adult attitude on the part of students is encouraged. They are held responsible for their conduct wherever they may be, on the college campus, or elsewhere.

Regulations governing the social life in the rooming houses, the hours kept, and the callers permitted, are stated in the house rules printed in the rooming

agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify the college when students do not conform to these regulations.

Illinois State Normal University assumes that students will not use intoxicating liquors either on or off the campus. Since the use of such beverages, regardless of nature or quantity, is not a part of a teacher-training program, and since employers of teachers, regardless of their personal attitude toward the liquor question, will not employ or continue in service teachers who use such intoxicants, it is expected that prospective students who are not in sympathy with this regulation will not apply for admission. It is further assumed that students who are unwilling to abide by the regulation after admission will voluntarily withdraw from the University. Such a regulation, in the interest of the reputation of this teacher-training institution and that of its students, places the responsibility directly upon the student, who, if he fails to abide by the regulation, will be required to sever all connections with the University.

STUDENT ORGANIZATIONS AND ACTIVITIES

Although there are many student organizations on the campus of Illinois State Normal University, these activities are the result of diversified interests of a large student body. Participation in student activities is recognized and encouraged at Illinois State Normal University as a valuable part of a complete teacher-education program.

During the eighty-six years since the founding of Illinois State Normal University the formation of social fraternities or sororities of even a local nature has not entered the student-life program. There is a belief that the University can function to better advantage and that a more democratic attitude and more complete participation in the life of the University may be possible without such organizations. With this policy, that has been established by tradition and common consent over a long period of time, the University maintains the position that it is not desirable to give consideration to the establishment of such groups. This policy does not have any bearing upon the furtherance of the activities of scholastic and departmental honor societies.

Because Illinois State Normal University is a professional school for the education of teachers and since ninety-nine per cent of the students are preparing for the teaching profession, the holding of office in any and all student organizations is limited to those expecting to teach and is not open to the few tuition or special students doing only a liberal arts type of work.

THE STUDENT COUNCIL

The Student Council is a representative body, made up of four members from each of the four classes, the editors of the *Vidette* and *Index*, and the President of the Council. Its function is to discuss plans for improving the conditions and character of student life and to make recommendations to the administration. The Student Council has the power to make nominations for all general school offices and sponsors the school elections.

THE WOMEN'S LEAGUE

Every woman student is automatically a member of the Women's League. Through its various committees the Women's League makes it possible for the women of the student body to function as a unified group with reference to their social, ethical, and civic interests. Everything which touches the life of the women of the school is of interest to the Women's League. Every woman may be allied with some committee for the promotion of its special activities in the interest of the entire group.

THE UNIVERSITY CLUB

The University Club, formerly the Varsity Club, is a men's organization of the campus, of which all men become members upon enrolling in the University. The club pledges itself to promote the most wholesome type of good fellowship among the men of the campus, to encourage more men to come to the University, and to support athletics and all other worthy enterprises of the University. The organization stands for all of those things which tend toward a fuller manhood in its broadest meaning. The club has been active in furthering the interests of Smith Hall.

THE NEWMAN CLUB

The Newman Club is an organization whose purpose is to bring the Catholic students of the University into a close bond of friendship.

GAMMA DELTA

Gamma Delta is an organization open to all Lutheran students of the University and is designed to promote fellowship among this group of students on the campus. The local chapter was formed in March, 1936.

CANTERBURY CLUB

The Canterbury Club is a national organization for the Episcopal students with chapters in many of the leading colleges and universities. The purpose is to promote fellowship among this group of students and to keep them in close touch with their local church.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal was the first student Y.W.C.A. in the world. From the time it was organized in 1872 by a small circle of people that met in the White Room of the Main Building, the Association has sought to help the women of the school to strengthen their ideals of religion and service through study and active work. Any woman in school may become a member provided she is in sympathy with the purpose of the Association.

WOMEN'S RECREATION ASSOCIATION

The Women's Recreation Association is a local chapter of a great national organization which is seeking to produce a higher standard of American womanhood among college women of America. It aims to achieve this ideal through the physical, mental, and social development which women gain from co-operative recreational activities.

LITERARY SOCIETIES

There are only two literary societies in the University: Philadelphia and Wrightonia. Every person who enters the University for the first time becomes a nominal member of one of these societies. Active membership in each society is limited to thirty-five. A person is elected to active membership in the society of which he is a nominal member if, after appearing in a tryout number in music or speaking, he receives the favorable vote of the active members of the society.

DEPARTMENTAL CLUBS

- | | |
|------------------------------|-------------------------------------|
| 1. Art Club | 7. Latin Club |
| 2. Business Education Club | 8. Lowell Mason Club |
| 3. Elementary Education Club | 9. Nature Study Club |
| 4. French Club | 10. Science Club |
| 5. Home Economics Club | 11. Social Science Club |
| 6. Industrial Arts Club | 12. Women's Physical Education Club |

HONORARY SOCIETIES

1. Alpha Tau Alpha—Professional Agricultural Fraternity
2. Gamma Phi—Honorary Gymnastic Fraternity
3. Gamma Theta Upsilon—Honorary Professional Geography Fraternity
4. Kappa Delta Epsilon—Professional Educational Sorority
5. Kappa Delta Pi—Honor Society in Education
6. Kappa Mu Epsilon—Honorary Mathematics Fraternity
7. Kappa Phi Kappa—Professional Education Fraternity
8. Pi Gamma Mu—Honorary Social Science Fraternity
9. Pi Kappa Delta—Honorary Forensic Fraternity
10. Pi Omega Pi—Honorary Business Education Fraternity
11. Sigma Tau Delta—Honorary English Fraternity
12. Theta Alpha Phi—Honorary Dramatic Fraternity

SPECIAL ORGANIZATIONS

- | | |
|-----------------------------------|------------------------|
| 1. Band (concert) | 10. Men's Glee Club |
| 2. Band (marching) | 11. N Club |
| 3. Blackfriars | 12. Orchesis |
| 4. College League of Women Voters | 13. Orchestra |
| 5. Fell Hall | 14. Smith Hall |
| 6. Hieronymus Club | 15. Treble Chorus |
| 7. Jesters | 16. University Choir |
| 8. Maize Grange | 17. University Theatre |
| 9. Male Chorus | 18. Women's Chorus |

ATHLETICS

A prominent place is accorded athletics in the activity program of Illinois State Normal University. Standing for the highest type of good sportsmanship, University teams have attained marked success in football, basketball, cross country, wrestling, indoor and outdoor track, baseball, tennis, and golf. The

University is a member of the Illinois Intercollegiate Athletic Conference, composed of the five state teachers colleges of Illinois.

In addition to a very extensive intercollegiate program, a constantly enlarged intramural program is being carried out each year. With excellent facilities, adequate equipment, and well-trained instructors, for such activities, it is not surprising to find a large number of students engaging in these activities.

Illinois State Normal University is very fortunate in having excellent equipment for an extensive athletic program. McCormick Gymnasium cares for indoor activities in an efficient manner. McCormick Athletic Field has ample space for football, track, and baseball as intercollegiate sports, and for a far-reaching intramural program. Ten excellent tennis courts, two of them concrete, are located just east of the athletic field, and a new women's athletic field has recently been constructed south of these courts. The University High School recreation field affords excellent facilities for student teaching through assisting in handling University High School sports.

SPEECH ACTIVITIES

Illinois State Normal University has placed much emphasis upon the field of speech, having as one of its important phases of teacher education the Division of Speech Education. In addition to excellent class work, decided emphasis is placed upon oratory, extempore speaking, and debating for both men and women. The University belongs to the Illinois Intercollegiate Oratorical Association and the Illinois Intercollegiate Debate League, which include in their membership many of the liberal arts and teachers colleges of the state. Student orators compete annually for the medal offered for the best speaker in the public speaking division of the Edwards Medal Contest.

The University debating teams, both men and women, have been highly successful in their numerous debates throughout Illinois and surrounding states. An invitational debate tournament, attracting a large number of colleges from several mid-western states, is sponsored annually by Illinois State Normal University. Students who qualify through intercollegiate participation in forensics are eligible for election to Eta Chapter of Pi Kappa Delta, National Honorary Forensic Society.

Students who are interested in debating as an extraclass activity, regardless of curriculum, are invited to join the debate group, composed of men and women, which meets Tuesday evening from 7:00 to 9:00 p.m. Although previous experience in debating is unnecessary as a qualification, students who participated in high school are urged to continue this activity in college. Students who wish to gain a good foundation for intercollegiate competition may elect Speech 143, Argumentation and Debate.

As part of the work of interpretative reading classes, an opportunity is offered students to participate in reading programs. Various community organizations make frequent requests for student programs. For those interested in reading poetry, selection for participation in the annual Edwards Medal Contest is held in high esteem. A medal is presented to the student chosen as the best poetry reader.

Extra-curricular dramatic activity at Illinois State Normal University is under the auspices of the University Theatre. The Theatre Board is composed

of the director of dramatics, presidents of the dramatic organizations (Jesters and Theta Alpha Phi), and a number of students chosen as leaders in such fields of dramatic production as staging, lighting, costuming, and business. These determine the policies of the theatre and direct the activities involved in the production of the plays. Four major plays are presented each year. Participation in these is open to the entire student body.

RADIO BROADCASTING

Illinois State Normal University has unusual facilities for radio broadcasting. Through the courtesy of WJBC, Bloomington-Normal station, students may take part in this increasingly important activity. From the campus studios in Cook Hall most of the programs originate. Capen Auditorium, Milner Library, McCormick Gymnasium and several classrooms in other buildings are also wired for use. Musical organizations as well as individual students in the department of music present many programs. Debates, panel discussions, dramatic productions, and forums give students of varied interests an opportunity to prepare scripts and to participate in actual broadcasts. A limited number of students are given training and employment as technicians and announcers.

MUSIC ACTIVITIES

Music is an important and vital experience in life and is a necessary part of the teacher's equipment. Illinois State Normal University, cognizant of this, endeavors to conduct a varied program of music organizations. The purpose of these organizations is twofold: to provide an enriched musical background and to promote growth, and to prepare students to teach similar groups.

The organizations are Concert Band, University Women's Chorus, Men's Glee Club, Concert Orchestra, University Choir, Treble Chorus, Marching Band, Male Chorus, Varsity Pep Band, Laboratory Orchestra and Laboratory Band. In addition, there are a number of small ensembles.

Membership in the Concert Band, Concert Orchestra, and University Choir, is open to all University students who can qualify.

The Treble Chorus is open to all University women who choose music as a teaching field and who are not members of the University Women's Chorus or the University Choir.

Membership in the University Women's Chorus is open to women who qualify and who have had considerable singing experience.

The Male Chorus is open to all University men who qualify. It is required of all men who choose music as a teaching field and who are not members of the University Men's Glee Club or University Choir.

University Men's Glee Club is made up of men who qualify and who have had considerable singing experience.

The Laboratory Orchestra and Laboratory Band are maintained for all students who are not sufficiently advanced to qualify for membership in the University Orchestra and Bands, and are laboratory hours for music courses numbered 114, 121, 125, 223, 232, 234. See Music Participation on page 92.

UNIVERSITY LECTURE COURSE

The University believes definitely in the educational value derived by the student from opportunities to hear the leading thinkers of the day, and the

best that is available in the fields of music, drama, and the allied arts. A committee consisting of an equal number of faculty and student members constitutes a Lecture Board, which arranges for a series of programs during the year. The money to finance this course is secured from the student activity fee, which is paid by each student at the time of registration.

UNIVERSITY PUBLICATIONS

The yearbook at Illinois State Normal University is known as the *Index* and is published by a staff of students enrolled in an English course entitled School and College Annual 270.

The *Vidette* is a semi-weekly newspaper published by the students of the University. It attempts to carry all the important news of the campus and to reflect student life. This paper has received national recognition for its high quality and is an excellent laboratory for the classes in journalism. Quarters for this publication, as well as for the journalism work, have recently been provided. The editor and business manager are chosen by the Publications Board and the editor and faculty sponsor appoint a staff of assisting editors.

The *Alumni Quarterly*, published from the University Press, has been the official bulletin of the Alumni Association since 1912. This magazine of thirty-two pages goes to members of this alumni organization four times a year.

The *Illinois State Normal University News Letter* is a six-page folder distributed free of cost to all graduates of the University and former students in military service three times a year.

Campus Towers is a four-page news bulletin for parents of University students. Published soon after the opening of school and at the close of each semester, it is distributed free of cost.

The *Illinois State Normal University Bulletin* is the general name given to the publications sponsored by the University. Two issues of the *Bulletin* are the general catalog and the summer session bulletin. The other four issues are concerned with some special studies or outstanding activities that are deserving of consideration in the course of each year.

In addition to the foregoing publications available to students during or following attendance at the University, *Teacher Education* is published four times each year as a field service bulletin of the University and is made available to administrators, teachers, and others interested in the various levels of education.

PERSONNEL SERVICES

Illinois State Normal University offers to all students many personnel services designed to assist them in making early and satisfactory adjustments to college life in general and to the environment of this University in particular. Personnel services as defined on this campus consist of all those activities and agencies which exist for the purpose of helping people make the desired adjustments to their immediate and probable future needs. Chief among the personnel services at Illinois State Normal University are those performed by the student deans, the test committee, the housing service, the office of the University Physician, financial aid consisting of part-time employment and student loans, remedial instruction, intramural sports and hobby night programs, curricular advisement, individual counseling, the psychological consultation service, and teacher placement.

In order to help students make early and satisfactory adjustments to the problems which often confuse and perplex them, the University has established a counseling service. Approximately eighty members of the faculty serve as counselors to advise with students in connection with their educational programs and social life. Each counselor has only a small group of students to work with and, as a result, is able to give a great deal of personal attention and consideration to the needs of individual students. A group is usually assigned to a counselor on the basis of geographical location, generally a county unit. The first contact between counselor and student is made at the very beginning of Freshman Week. From that time forward, students are advised to confer with their counselors as needs arise.

Student leaders from the upper classes under the supervision of the Women's League and the University Club advise freshmen in carefully organized counseling groups. These two all-women and all-men organizations also set up a ten-week counseling course for training student counselors. Faculty members give their services as lecturers in this course.

As a service to University students who enter with some deficiencies in reading or speech ability, non-credit courses are provided.

PROMOTION OF HEALTH

Illinois State Normal University gives unusual attention to the promotion of the health of students. A resident University Physician, two registered, trained nurses, and a qualified office assistant give their time to the health of students in the University and training schools. The University Physician's offices are located in Cook Hall and the headquarters of the nurse for the training school are in the Metcalf Building.

Beginning with September, 1935, a more extensive health service provided a limited period of hospitalization for the students of the University. This service is now cared for with funds set aside from the student activity fees, such service being available under the following regulations:

1. Student participation in such health service is available only for those students who have paid their university fees. The University is not obligated for any hospital service charges of students who have not complied with this regulation.

2. A dispensary, which is open during class hours, is maintained in Cook Hall. Regular office hours from 9:00 a.m. to 12 m. and 2 p.m. to 4 p.m. are maintained by the University Physician for student consultations. No charge is made for this service. A registered nurse is in the office from 9:00 a.m. to 12 m. on Saturday mornings.

In cases of emergency occurring outside the regular office hours, the office assistant will locate the University Physician.

3. No University student is eligible for the services outlined at the expense of this fund unless he presents a card from the University Physician designating and approving the type of service to be rendered, and then only to the amount specified.

4. In cases where the University Physician approves hospitalization, not more than \$2.50 will be paid per day for not more than seven days. This provides care in a two-bed room with another University student.

5. In cases where the University Physician approves hospitalization and a local physician is called to the hospital for the purpose of diagnosis, an amount not to exceed \$3.00 will be paid for the one such hospital call. The student must pay any physician's bill in excess of this allowance.

6. The University Physician has the privilege of approving bills for Laboratory, X-Ray, or Electro-cardiogram, provided the fees for such services have been agreed upon before the rendering of such services.

7. The cost of medicines not to exceed \$1.00 will be allowed for each hospitalization period. The student must pay any amount in excess of this allowance.

8. In emergency cases, where the approval of the University Physician cannot be obtained in advance, the case may be taken to the hospital as an emergency case, following notification of some administrative officer of the University, such as the Dean of Women, Dean of Men, Dean of the University, or President, but no compensation will be allowed unless approved by the University Physician.

9. No chronic cases or ailments developed before September 13, 1943, or prior to the patient's connection with Illinois State Normal University will be approved for hospitalization.

10. Surgeon's fees, those of special nurses, when required, and operating room fees are paid by the student.

11. The foregoing regulations apply only during the regular school year or summer session for which fees have been paid and are not applicable to regular vacation periods as indicated in the University Calendar.

The foregoing type of service has been of great benefit to both the school and the student body, since it has prevented much absence that would otherwise have resulted and has made possible early diagnosis and care that could not be afforded under other conditions. Removal of the mental hazard incidental to illness has made this new program exceedingly valuable. This type of service is undoubtedly appreciated by parents who realize that the best of care is afforded students while attending school.

HISTORY OF THE UNIVERSITY

FOUNDING AND EARLY HISTORY

Illinois State Normal University, founded in 1857, was the second state normal school established west of the Allegheny Mountains and the tenth in the United States. Its location at North Bloomington, later called Normal, made it conveniently accessible from all parts of Illinois. Its site of fifty-six acres of beautiful campus and an experimental farm of ninety-five acres were donated by citizens of Bloomington and McLean county. Until the first building, now known as Old Main, was ready for use in 1860, the school was housed in Major's Hall in Bloomington. The Main Building was the largest and best building of its kind in the United States at the time of its completion, and is now the oldest in use for state teacher education purposes.

DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was but one curriculum at Illinois State Normal University. This curriculum was comparatively elementary and could be completed by the average student in three years. It led to the normal school diploma, and was required of everyone who was graduated.

Students who expected to teach high school classes usually took additional advanced elective courses beyond the requirements for a diploma.

After 1900, two-year curricula, and, at a slightly later date, four-year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field. As a result of the 1941 Certifying Law, the two-year curricula were discontinued, beginning with the school year of 1942-43. Four-year curricula for all phases of public school work from the kindergarten through the high school are now available.

In 1907, the legislature of Illinois authorized Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work beyond that of a standard four-year secondary school. The first degree was conferred in 1908.

RANK IN ACCREDITING ASSOCIATIONS

Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution. The University is likewise accredited by the American Association of Teachers Colleges. Graduates of the University are thus eligible to teach in any secondary school in this state and in other states.

BUILDINGS, CAMPUS AND GENERAL EQUIPMENT

THE UNIVERSITY CAMPUS

Illinois State Normal University is fortunate in possessing a beautiful college campus. Most of the trees were planted soon after the University was established and are at least eighty years old. The University is indebted to the vision of Jesse W. Fell, a local resident, for the artistic effect gained in planting this bit of Illinois prairie. In 1857 he sent to Philadelphia to secure a landscape gardener, who arranged for the planting with an eye to the future. Such vision was remarkable in those days.

The great variety of trees and shrubs, with the birds and insects that they attract, affords a rich field of study for the nature study and biology classes. At the same time the extensive campus offers opportunities for all kinds of outdoor sports. Tennis, volleyball, archery, basketball, hockey, baseball, track, and football, all have a place on the campus. From the standpoint of usefulness, as well as that of beauty, the campus adds much to the enjoyment of student life in Normal.

An outdoor stage and amphitheater have been constructed on the south campus, where the commencement exercises are now held each year. These facilities also afford excellent opportunities in the field of dramatics and are used by music organizations and other groups from the school and community, especially during the summer session.

***OLD MAIN**

Old Main, one of the landmarks of central Illinois, is an imposing structure, which is surmounted by a clock-tower visible for miles around. In it are located most of the administration offices, the student lounge, the textbook library, the Philadelphian and Wroughtonian society halls, and twenty-six classrooms, which are used chiefly for classes in education, mathematics, social science, music, and speech.

NORTH HALL

North Hall, originally built in 1892 as a training school and from 1914 to 1940 used as the University Library, is the second oldest building on the campus. Since the erection of the new Milner Library, North Hall has been converted into classrooms and is occupied by the Departments of English and Geography and Geology. The offices of the *Vidette*, the University paper, are located in this building.

JOHN W. COOK HALL

"Old Castle," as this gray stone building is often called, was built in 1895. The lower floor is given over to a gymnasium with locker and shower rooms and is now used by the students of the training schools. The University Physician has offices on this floor. The second and third floors accommodate the work of the Division of Business Education. In the tower, the campus reception room and studio for radio station WJBC are to be found. From here, several programs are broadcast each day by students and faculty. Recent construction on the ground or basement level has provided a large room with unusual acoustics for re-

* Buildings are listed and described in the order of their construction, except for residence halls and buildings on the University Farm.

hearsal and other activities of instrumental music groups. Five sound-proof practice rooms, adjoining this rehearsal hall, are available for individuals or small groups.

INDUSTRIAL ARTS BUILDING

The Industrial Arts Building was built during the year 1908 to furnish the growing University with a larger and more attractive auditorium and to house various departments such as industrial arts, home economics, and the fine and applied arts.

The lower floor of the building is used for woodworking shops, an electrical laboratory, the University Press, and classrooms for the Division of Industrial Arts Education. Two rooms are used for applied design and pottery work of the art department. The second floor houses rooms for home economics and fine arts. The auditorium also located on the second floor and seating 1000 people, is called Capen Auditorium in honor of a former member of the State Teachers College Board. An excellent pipe organ with electrical action is part of the equipment of the auditorium. On the third floor are found a clothing and costume design laboratory for courses in the Division of Home Economics Education and several rooms now used for classwork in psychology and education.

THOMAS METCALF BUILDING

Erected in 1912, the campus training school building is a three-story brick structure of modern design. This building is occupied by the kindergarten, primary, intermediate, and upper grades, and part of the University High School. It is located just east of the Main Building, with which it is connected by a bridge.

Serving as a laboratory for student teachers, this structure houses classrooms, art and home economics laboratories, elementary and high school libraries, physical education facilities, and numerous offices.

MECHANIC ARTS BUILDING AND CENTRAL HEATING PLANT

Work in machine shop practice, sheet metal and kindred activities is carried on in one unit of this building, which was built in 1916.

The central heating plant of the University, supplying heat and hot water for the several buildings, is housed in this modern brick structure.

McCORMICK GYMNASIUM

The Henry McCormick Gymnasium was erected in 1925 and is one of the excellent gymnasium buildings in the state. The building is a thoroughly modern two-story brick structure. It is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building, and the men occupy the south half. The main floor of the east unit contains the offices, shower and dressing rooms for the instructors, and store rooms. On the second floor are the men's and women's gymnasiums, two large classrooms, a dance studio, and a completely equipped physical examination and therapeutic room. The seating capacity of the men's gymnasium for athletic events is approximately 1600. When used as an auditorium for concerts it may seat as many as 2300.

The state legislature in 1941 made available an appropriation of \$110,000 for a swimming pool addition, which, it is hoped, may be erected in the near future.

DAVID FELMLEY HALL OF SCIENCE

The David Felmley Hall of Science, dedicated October 10, 1930, is a three-story brick building located east of North Hall and north of the Thomas Metcalf Building. This building is used wholly for science and gives the University exceptional facilities for the preparation of high school science teachers. Here are located commodious lecture rooms, classrooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of agriculture, nature study, and physics. On the second floor are located the classrooms and offices of the Biology Department. On this floor is also located the office of the Dean of Men. The chemistry classrooms occupy the third floor of the building.

UNIVERSITY GREENHOUSES

The new University Greenhouse, facing University Street and west of Cook Hall, was completed January 1, 1938. This building meets important needs of the University, especially from the standpoint of growth of materials for the beautification of the campus. It also makes available plants and flowers for decorating purposes for various campus functions on numerous occasions.

Although the new greenhouse is available for limited work in connection with the science departments of the University, complete use is made by the Departments of Biological Science and Agriculture of the remodeled and better portion of the old greenhouse adjacent to the Science Building.

HOME MANAGEMENT HOUSES

The Jessie E. Rambo Home Management Houses are located on the campus directly west of Fell Hall, facing North University Street. The houses are new and were occupied for the first time during the school year 1939-40. Of Georgian architecture, the one building consists of two complete seven-room houses and a two-room apartment for the Director. The two houses are accessible to each other only through the Director's apartment on the second floor and the recreation rooms in the basement. Each house will accommodate six residents. Here senior students in home economics live for a period of nine weeks to satisfy the requirement for "actual homemaking experience" established by the Federal Board for Vocational Home Economics.

MILNER LIBRARY

The new Milner Library was dedicated on Commencement Day, June 10, 1940, and opened for use at the beginning of the 1940 summer session. It is a two-story brick building, Georgian in design, planned and equipped to provide for and facilitate the most efficient use of library materials.

On the first floor, on either side of the main entrance, are the reserve reading rooms. On the first floor also are the publishers' exhibit room and the typewriting room.

The circulation department and the main reading room are on the second floor. Here, too, are the browsing room and the Carnegie room. The main

reading room extends across the west side of the building. Around its walls are shelved the reference books and periodicals, both the current numbers and the bound volumes since 1920. Opening off this room on the north is the browsing room, where there is a collection of fiction and non-fiction for general reading. Books from this room may be checked out for two weeks. The Carnegie room contains collections of music and art books, which are available for class use. Here also is housed the Carnegie Corporation's gift of music—an excellent phonograph, almost 1000 records, scores, and books about music and musicians.

The ground floor is devoted principally to the museum—three large exhibit rooms on the west side of the building, and a specially constructed art gallery. Also on this floor is the library classroom, where students are instructed in the use of the library and where the special classes for the education of teacher-librarians meet for lectures, discussions, and laboratory work. Here, too, is the micro-photography room.

FELL HALL

Fell Hall, a campus residence for women students, located between John W. Cook Hall and McCormick Gymnasium, faces east and overlooks the broad expanse of the south campus. Surrounded by beautiful trees, this hall presents one of the most attractive views on the campus.

The building is of brick construction, three stories above a basement. The two upper floors are given over largely to rooming facilities. The main floor has the dining room, kitchen, drawing room, parlors, office, and living quarters for the Director of the Hall. The rooms for the residents are large, well-lighted, and comfortable as to heat and ventilation. There are accommodations for ninety-seven women.

SMITH HALL

Smith Hall is located on University Street directly across from McCormick Athletic Field. It occupies almost an entire city block, which has been carefully landscaped with gardens and a spacious lawn. The Hall provides accommodations for thirty-two men, and makes possible a homelike environment for the residents, as well as a social center for the men of the campus.

This commodious gray brick house has on the first floor reception rooms, a library, and a large dining room overlooking the garden. On the second floor are numerous rooms for study purposes, which form the center of the home life of the residents. On the third floor is found a large, completely finished dormitory, which, having recently been air conditioned, provides ideal sleeping quarters for the men of the house.

THE UNIVERSITY FARM

The demonstration farm of Illinois State Normal University, which is carried on under the direction of the Division of Agriculture Education, adjoins the campus and consists of ninety-five acres of choice land for the various cultivated crops and pastures adapted to the corn belt region. This farm has been owned by Illinois State Normal University since its founding in 1857.

The purpose of this farm is that of an agricultural laboratory, on which may be demonstrated good farming methods for the benefit of students taking courses in agriculture.

The farm with twelve buildings, six of them newly constructed, is well-equipped for dairying and other agricultural activities, affording excellent pos-

sibilities for observation and practice. An increasingly large number of pure-bred horses, beef and dairy cattle, sheep and swine are available for various uses including stock judging. Considerable attention is given to the raising of various types of poultry.

McCORMICK ATHLETIC FIELD

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletic Conference. It occupies eight acres at the south end of the campus, lying along University Street immediately adjoining the McCormick Gymnasium. The field is excellently equipped for varsity and intramural sports and contains a number of practice fields, which serve as the training ground for a large number of students taking work in athletics and physical education.

In the southwest portion of the athletic field is located the varsity football field, surrounded by an excellent quarter-mile cinder track. In the northeast corner of the field is the varsity baseball diamond, recently completed in such manner as to bring forth comments from those in position to know that it is the equivalent of many big league infields.

The rest of the field is used as a practice field for football and other sports, as well as a means of caring for the increasing intramural program.

Directly to the east of the athletic field, ten new tennis courts, two of them hard-surfaced, all-weather courts, have recently been completed. A new archery range of unusual size and attractiveness is also provided in this area.

To the south of the tennis courts is the newly-constructed Women's Athletic Field.

PUBLIC LIBRARIES

Students of Illinois State Normal University have access to the Normal Public Library and the Withers Public Library of Bloomington by compliance with established regulations. These generous regulations will be provided for those interested upon inquiry at Milner Library.

THE SUMMER SESSION

Illinois State Normal University provides a summer session of eight weeks as well as a post session of three weeks in the summer of 1943. Though students of the regular year attend this session in constantly growing numbers, about two-thirds of the attendance is composed of teachers in service who wish to continue their education during the summers. Regular courses with the regular University staff of instructors are offered. One may definitely plan on getting the type of work that will count toward graduation on the same basis as attendance at the sessions of the regular year.

Student teaching facilities are available to those who qualify for such work.

Courses in home economics as required by the Smith-Hughes Act are offered in the summer. The home management house is available and has been an asset in providing facilities for many seniors to complete their work during the summer.

The maximum number of hours permitted any student in the regular summer session is nine semester hours of credit, which constitutes one-half of one semester.

An attractive and complete summer session bulletin is issued each year and is available by writing to the Director of the Summer Session. This bulletin contains a detailed description of all courses including a number of war emergency offerings, the cost of attendance, special attractions during the summer including the Educational Conference and Exhibit, and other types of information of interest to those wishing to combine a pleasant summer with profitable work. Two hundred fourteen courses are listed in the 1943 summer session bulletin for the regular session and forty-two for the post session.

THE EXTENSION DEPARTMENT

In response to a constant and sometimes urgent request for the establishment of extension class centers in the territory served principally by Illinois State Normal University, this University maintains an Extension Department. Under the present plan, which has operated for several years, some of the regular instructors in the University offer courses in their special fields according to the demand for such work and the number of available teachers from the regular staff.

With the great demand for extension work, it is impossible to meet all requests for classes in various centers in Illinois. It will be the policy to serve as many centers as possible. These centers will be established in the order in which requests are made or according to the transportation facilities to and from the proposed centers. These courses carry regular University credit. Inquiries regarding the possibility of the establishment of centers should be addressed to the Director of the Extension Division.

A pamphlet or specific information explaining the Extension Service can be obtained by writing to the Director of the Extension Division. The pamphlet contains information about probable courses, University credit, transfer of credits, fees and other expenses, rules and regulations, and other information about organization of the work.

University credit can be earned through courses offered by the Extension Department of Illinois State Normal University. Each course carries two and

one-half semester hours of undergraduate credit for the various courses where classes meet each week for seventeen meetings during a semester. Illinois State Normal University does not offer graduate courses, but a person now possessing an academic degree can earn additional credits or take an extension course as an auditor. Courses offered which are not required in a student's particular field or curriculum may often be used as electives. They will also be accepted for credit transfer to other institutions of higher learning within the limits of the particular requirements of such institutions.

Illinois State Normal University has discontinued the practice of offering courses by correspondence. However, under certain conditions, a limited amount of credit earned from accredited institutions in approved courses taught by correspondence will be accepted toward graduation from Illinois State Normal University. Inquiries in regard to correspondence credits from other institutions should be addressed to the Registrar.

ALUMNI RELATIONS

Through the alumni office, the Alumni Association, and twenty-five ISNU Clubs, former students maintain contacts with one another and the University.

The alphabetical and geographical files in the alumni office include data about all Illinois State Normal University graduates. Information is being assembled covering former students in military service. The office serves as headquarters for alumni when they are on the campus. The *News Letter*, a publication of the alumni office, goes to all graduates three times a year as well as to former students in military service.

Sponsored by the Alumni Association for its members and published from the University Press is the *Alumni Quarterly*. The association plans class reunions and the annual alumni luncheon as well as an annual assembly program for students. An outstanding junior, selected by a student-faculty-alumni committee, receives each year an award from the association to cover fees for his last year in college.

A number of ISNU Clubs have been organized by former students. These serve to promote the welfare of the University and keep alumni in touch with one another and the school. Officers of the clubs receive a news sheet called *Around the Club Circuit* from the alumni office, and club presidents attend an Alumni Council dinner meeting at the University once a year. There are I.S.N.U. clubs at Chicago, Decatur, St. Petersburg, Florida, and Cleveland, Ohio. Alumni in a number of southeastern counties of Illinois assemble annually at Lawrenceville or Olney. Other counties in which clubs have been organized include those of Champaign, Christian, DeWitt, Ford, Iroquois, Kane, Kankakee, LaSalle, Livingston, Logan, Macoupin, Madison, McLean, Peoria, Piatt, St. Clair, Sangamon, Tazewell, Vermilion, and Will.

SUMMARY OF ATTENDANCE

JUNE 15, 1942, TO JUNE 15, 1943

CLASSIFICATION OF DIFFERENT RESIDENT STUDENTS, SEPTEMBER, 1942,
TO JUNE, 1943

	MEN	WOMEN	TOTAL
Post Graduates	3	4	7
Seniors	71	154	225
Juniors	73	160	233
Sophomores	102	251	353
Freshmen	205	316	521
Unclassified	0	0	0
Special	20	11	31
Total (exclusive of duplicates)	474	896	1370

CLASSIFICATION OF DIFFERENT STUDENTS, SUMMER SESSION, 1942

Post Graduates	27	65	92
Seniors	88	292	380
Juniors	49	303	352
Sophomores	21	142	163
Freshmen	22	51	73
Unclassified	9	129	138
Special	5	8	13
Total	221	990	1211

Total Resident Students for Calendar Year

(exclusive of duplicates)	588	1658	2246
Extension Enrollment	27	404	431

PUPILS IN THE TRAINING SCHOOLS AND AFFILIATED SCHOOLS

	BOYS	GIRLS	TOTAL
Campus			
Metcalf Elementary	207	196	403
University High School	242	234	476
Total in Campus Schools	449	430	879
Affiliated Schools			
Soldiers' and Sailors' Children's School			
Elementary	147	106	253
Junior High School	96	51	147
Towanda Schools			
Elementary	51	44	95
High School	27	29	56
Rural Schools			
Maple Grove	11	9	20
Houghton	41	27	68
Walker	10	10	20
Total in Affiliated Schools	383	276	659
Total in All Training Schools	832	706	1538

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